

CLACKMANNANSHIRE COUNCIL

Report to Audit and Scrutiny Committee

Date of Meeting: 22 August 2024

Subject: Community Wellbeing Report 2023/24

Report by: Lorraine Sanda, Strategic Director People

1.0 Purpose

1.1 This report provides annual progress on the full range of People Directorate Plans for 2023/24, including the People Business Plan 2023-24.

2.0 Recommendations

2.1 It is recommended that the Audit and Scrutiny Committee note, make comment and challenge the contents of the Report.

2.2 It is recommended that the Audit and Scrutiny Committee endorse the One Plan, One Report approach and recommend to Council that this approach is further considered across other Directorates and across the Council.

3.0 Considerations

3.1 To reflect a One Plan, One Report approach, this year, the different reports have been streamlined in to One Community Wellbeing Report (Appendix 1) , reflecting the duplication and overlap across the full range of People Plans. The combined report includes Reports on a Page for each Plan. The Report provides progress against the actions, priorities and key performance indicators set out in the Plans listed below.

3.2 All of the Plans listed at paragraph 11 have previously been agreed by Council. With the exception of the Family Wellbeing Partnership and the National Improvement Framework, the Plans reflect partnership, collaboration and input from Clackmannanshire Alliance partners. The combined Report will be presented to the Alliance in October 2024 for approval.

3.3 The Council Business Planning Guidance has been followed with the revised format, as have individual statutory reporting requirements. In addition, the combined **One Report** will be submitted to Scottish Government to demonstrate how portfolio and policy reporting can be streamlined in line with the Verity House Agreement, using robust self-evaluation and evidence, reflecting local context.

- 3.4 Similarly, **One Plan**, will be presented to Council in August taking the same approach going forward for 2024-25. The approach taken aligns with the evolving Wellbeing Local Outcome Improvement Plan.
- 3.5 As well as summarising the actions taken over the past year to address our improvement priorities, this report **focuses on impact** and the progress made against achieving the combined agreed objectives and outcomes.
- 3.6 The Report demonstrates considerable evidence of impact as a result of ongoing improvement activity. In particular, the following highlights can be noted:
- The reduction in external placements for care experienced children
 - Improvement in attainment at certain levels
 - More parents supported in to employment
 - Increased confidence in children’s swimming
 - Reduction in suicide harm of children and young people
 - Decrease in children and young people subject to child protection registration
 - Improvement in follow up destination rates
 - Reduction in Domestic Abuse levels and increase in number of women supported
 - Delivery of new Lochies School and Wellbeing Hub on track

4.0 Sustainability Implications

4.1 Sustainability is integrated with People Directorate planning.

5.0 Resource Implications

5.1 Financial Details

None

5.2 **Staffing**

There are no implications for staffing arising from the Community Wellbeing Report. External funding has been received for temporary staff resource.

6.0 Exempt Reports

6.1 Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all
- Our families; children and young people will have the best possible start in life
- Women and girls will be confident and aspirational, and achieve their full potential
- Our communities will be resilient and empowered so that they can thrive and flourish

(2) **Council Policies** (Please detail)

Complies with relevant council policies.

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes No

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes No

10.0 Appendices

10.1 Appendix 1 – Community Wellbeing Report [People Directorate] 2023/24 incorporating People Business Report

11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No


- People Business Plan 2023-24
- Clackmannanshire Family Wellbeing Partnership Strategic Plan 2023-2024
- The Promise Plan 2023-2026
- Clackmannanshire Children’s Services Plan, 2021-2024
- Clackmannanshire National Improvement Framework Plan 2023-2024
- Community Justice Improvement Plan 2023-2028

- Violence against Women and Girls' Strategy 2023-2024
- Sport and Active Living Framework 2018-28
- Local Child Poverty Action Plan 2023-24
- Community Learning and Development Plan 2023-24
- Scottish Equity Fund Plan 2023-24

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Approved by

NAME	DESIGNATION	SIGNATURE
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Community Wellbeing Report (People Directorate) 2023-24

People Directorate

One Plan, One Report



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Summary

During the reporting year 2023-24, the life chances of our children and young people (including women and girls) have improved. This is evidenced in the reduction of care experienced children and young people being looked after away from home, the increase of youth voice in relation to gender based violence and the introduction of new initiatives to support victims of domestic violence.

Our young people are developing skills for learning, life and work, enabling them to enter a positive destination. As a result of an increased number of clubs and organisations supporting children, young people and communities into sport and physical activity, people are healthier and more active. We are also reporting a reduction in the number of teenage pregnancies and instances of suicide harm through well designed inclusive and sustainable partnership working. We have extended the range of family support available and accessible at the point of need.

The Tackling Poverty Plan, Children's Services and Community Justice Partners are working together to promote a safe community. External partnership working has been essential to our progress in achieving the outcomes of the 2023-24 Plan.

Introduction

This report provides an annual update on progress on the actions set out in the People Business Plan 23-24.

In addition, this report combines for the first time, progress against the following plans:

- Children Service’s Plan
- Community Learning and Development Plan
- Community Justice Plan
- Family Wellbeing Partnership Plan
- Local Child Poverty Action Plan
- National Improvement Framework
- The Promise Plan
- Sport and Active Living Framework
- Violence Against Women and Girls Plan

In these Plans, there are similarities in outcomes, duplication and overlap, therefore, the Community Wellbeing Report reflects streamlining of these outcomes into 6 overarching outcomes, taken from the National Planning Framework and aligning with the Local Outcomes Improvement Plan. This has led to a reduction across all the above plans from 113 outcomes to 6.

The report has been streamlined around the 4 Strategic Priorities of the People Directorate with evidence of impact and progress against the key performance indicators. For reference, a high level summary against Business Plan Actions has been included as well as the Pentana extract.



Strategic Outcomes	
1	Children and Young People have improved life outcomes by growing up loved, safe and respected
2	Empowered communities are well designed, inclusive, sustainable, resilient and safe
3	People of all ages successfully contribute to our communities by developing skills for learning, life and work
4	Poverty in our communities is reduced by improving outcomes for all
5	People are healthy and active with improved health and wellbeing
6	Human Rights are respected and fulfilled by tackling inequalities across our communities

Impact Report on Strategic Priority

Empowering Families and Communities

Evidence of Impact

- Reduced external placements [Increased provision for children at the edge of care and leaving care]
- Reduction in children looked after away from home
- Increased participation of parents and carers in Family Learning
- Refresh of GIRFEC single report template considering the needs of sibling groups
- Improvement in attendance rate
- Current data (unpublished) shows improvement in BGE achievement levels
- Positive destination rate stable
- Increased knowledge on how to support autistic children and young people
- Support in place for transition/pathways for children and young people with additional support needs upon leaving school
- Improved 1:1 digital access – all children from P2 – S6 with access to digital device
- New initiatives to support both victims and perpetrators of Domestic Abuse
- Increased youth voice in campaign against Gender Based Violence

Contributing to

Outcome 1

Children and Young People have improved life outcomes by growing up loved, safe and respected

Outcome 2

Empowered communities are well designed, inclusive, sustainable, resilient and safe

Outcome 3

People of all ages successfully contribute to our communities by developing skills for learning, life and work

Outcome 6

Human Rights are respected and fulfilled by tackling inequalities across our communities

KPI	2021/22 value	2022/23 value	2023/24 value	Target
Positive Destinations	96.5%	94.9%	No data available	97%+
No [%] of children/families with access to digital resources as part of 1:1 digital device roll out	58.3%	75%	95%	10 yr. prog
Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Literacy	63.3%	69.6%	73.9%*	75%
Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Numeracy	71.7%	72.4%	77.3%*	79.1%
Numeracy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-19.3pp	-15.8pp	-16.3pp*	-23.1pp
Literacy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-15.6pp	-13.5pp	-16.7pp*	-20.3pp
% Young people achieving at SCQF Levels in Literacy (Levels 4, 5 and 6)	73.5%	70.2%	No data available	78.1%
% Young people achieving at SCQF Levels in Numeracy (Levels 4, 5 and 6)	56.8%	57.1%	No data available	63.3%
No. of referrals received for Caledonian Programme (domestic abuse)	28	20	17	Increase
No. of orders for Caledonian Programme imposed (domestic abuse)	15	8	14	Increase
Women Supported through Caledonian Service Referrals Received for Women Workers' Support for the Caledonian Programme	26 (women only)	No data available	45 (women and children)	Increase
No. of children referred to Children's Reporter	161**	118**	6.8%***	Reduce
Attendance figures	92.2%	90.7%	90.8%*	94%

*Figures in italics unpublished

**All Referrals to Children's Reporter

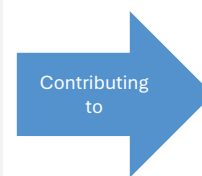
***Referrals to Children's Reporter – offences only (per 1000 aged 8-15)

Impact Report on Strategic Priority

Health and Wellbeing

Evidence of Impact

- School Key Worker supporting more children into positive destinations
- Creation of 3 Sector Skills Academies leading to improved destinations
- Parents supported into employment
- Child Wellbeing Partnership supporting 239 children from 165 families reporting improvement in wellbeing and increased access to employment and training opportunities
- More than 5% increase in the number of families supported through combined Family Wellbeing Partnership
- ‘One Stop Provision’ developing a preventative multi agency approach to work with families
- Significant increase in the range of family support provision
- Increased Intensive support for children and young people leaving care
- Increased mentoring service for Care Experienced children and young people
- Increased breastfeeding rates
- Tracking of 2 year olds linking to achievement of milestones
- Several primary schools awarded gold status for school's sports awards
- Increase in number of clubs/societies supporting children and young people in active sport
- Increased confidence in children’s swimming
- Increased attainment in P4 in Physical Competencies and Personal Qualities
- Continued engagement with the Vardy Foundation - development of new-build accommodation (a small-group children's house and supported living accommodation)
- Reduction in suicide harm – increased uptake of Text Clackmannanshire
- Improvement in children's mental health: 83% of pupils referred to the Creative Therapeutic Interventions
- The number of children/young people subject to Child Protection registration has steadily decreased
- Increased opportunities for outdoor learning leading to improvement in health and wellbeing and attainment



Outcome 1
Children and Young People have improved life outcomes by growing up loved, safe and respected

Outcome 3
People of all ages successfully contribute to our communities by developing skills for learning, life and work

Outcome 4
Poverty in our communities is reduced by improving outcomes for all

Outcome 5
People are healthy and active with improved health and wellbeing

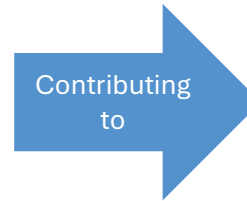
KPI	2021/22 value	2022/23 value	2023/24 value	Target
Positive Destinations	96.5%	94.9%	No data available	97%+
Reduction in rates of completed suicide	7		No data available	Reduce
No. of young people (3 years-18 years) accessing digital mental health supports	642	681	737	Increase
Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Numeracy	71.7%	72.4%	77.3%*	79.1%
Numeracy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-15.6pp	-15.8pp	-16.3pp*	-23.1pp
Reduction in number of external placements	125	115	110	Reduce
Reduction in number of unplanned external placement changes for children	9	1	6	Reduce
Increase in children and young people’s participation/consultation feedback for 'My Plan' reviews	No data	23%	26%	50%
No. of children referred to Children’s Reporter	161	118		Reduce
Proportion of adolescents who have used alcohol in last 30 days (Icelandic Model /Planet Youth)	36%	No data available	28%	Reduce

*Figures in italics unpublished

Impact Report on Strategic Priority Health and Wellbeing

Evidence of Impact

- Increase in P4 writing attainment and increased teacher confidence
- 40% increase in child library (Every Child a Library Member) memberships
- Evidence of increased confidence and accuracy in schools/ELCs self-evaluation
- More staff trained in Readiness for Learning approach; trauma informed practice



Outcome 3

People of all ages successfully contribute to our communities by developing skills for learning, life and work

Outcome 5

People are healthy and active with improved health and wellbeing

KPI	2021/22 value	2022/23 value	2023/24 value	Target
No [%] of children/families with access to digital resources as part of 1:1 digital device roll out	58.3%	75%	95%	10 year prog
Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Literacy	63.3%	69.6%	73.9%*	75%
Literacy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-19.3pp	-13.5pp	-16.7pp*	-20.3pp

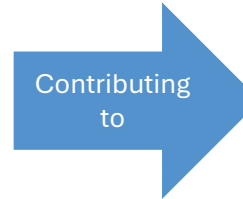
**Figures in italics unpublished*

Impact Report on Strategic Priority

Sustainable, Inclusive Growth

Evidence of Impact

- Employability programmes meet the needs of young people requiring service
- Follow up pathways in place for young people
- Positive destination rate stable
- A higher number of school leavers moving on to further education than the Scottish average
- A higher number of school leavers entering employment than the Scottish average
- Improvement in follow-up destination rate
- Improvement in children’s attainment in Literacy and Numeracy
- Good progress made to stabilisation of the fostering service
- Reduced numbers of children who are looked after away from home
- Reduction of the use of external foster care placements



Outcome 1

Children and Young People have improved life outcomes by growing up loved, safe and respected

Outcome 3

People of all ages successfully contribute to our communities by developing skills for learning, life and work

Outcome 4

Poverty in our communities is reduced by improving outcomes for all

Outcome 5

People are healthy and active with improved health and wellbeing

Outcome 6

Human Rights are respected and fulfilled by tackling inequalities across our communities

KPI	2021/22 value	2022/23 value	2023/24 value	Target
Positive Destinations	96.5%	94.9%	No data available	97%+
% Young people achieving at SCQF Levels in Literacy (Levels 4, 5 and 6)	73.5%	70.2%	No data available	78.1%
% Young people achieving at SCQF Levels in Numeracy (Levels 4, 5 and 6)	56.8%	57.1%	No data available	63.3%
Reduction in number of external placements	125	115	110	Reduce
Reduction in number of unplanned external placement changes for children	9	1	6	Reduce
Increase in children and young people’s participation/consultation feedback for 'My Plan' reviews	No data	23%	26%	50%

Summary of Actions

Strategic Priority: Empowering Families and Communities

Action	Summary of Progress against Action
Incorporation of the United Convention on Rights of a Child (UNCRC) Act and implementation of a children's rights approach to policy and practice	<ul style="list-style-type: none"> The UNCRC Incorporation Act was given Royal Assent in January 2024; provisions came into force on 16th July 2024 Clackmannanshire UNCRC Working Group meets regularly; produced various guidance documents and local policies to support the implementation of this Act
<p>Launch of Youth Charter Guidance Framework [Aug 2023]</p> <p>Establishment of cross sector youth voice networks within each authority in the RIC</p>	<ul style="list-style-type: none"> A Youth Engagement Framework developed and operational across Clackmannanshire A short life working group developing values and workforce development strategies to fully implement the UNCRC across Children's Services; fully implementing Youth Voice relating to UNCRC responsibilities
Enhance family support provision within communities through investment in intensive family support services	<ul style="list-style-type: none"> Increased provision for children at the edge of care and leaving care resulting in reduced external placements: 66 children placed in external provision in April 2023 reduced to 58 in April 2024 Fall in number of children looked after away from parents: 198 in April 2023 to 185 in April 2024
<p>Support practitioners to work with families to deliver family learning</p> <p>Support Parent/Carer Councils to fulfil their legally prescribed and constituted role</p>	<ul style="list-style-type: none"> Support meetings held with parent/carer office bearers in 15 of 21 Parent Councils Over three quarters of Parent Councils have helped to claim administration support money Officers engaged with school and ELC practitioners to increase participation of parents and carers in family learning: Abercromby Primary Parental Support Team won the Campaign for Learning Family Learning Innovation Award for their Paternal Play Programme
Implement a fair and transparent policy for remunerating care experienced individuals involved in co-designing and co-producing aspects of service design	<ul style="list-style-type: none"> There have been several barriers to implementing a Remuneration Policy with advice sought around tax and worker status Once these issues are resolved, the Policy can proceed to Council for approval from Elected Members
<p>Review of approaches to planning for children to increase participation and improve outcomes</p> <ul style="list-style-type: none"> Implementation of a new team dedicated to leading planning for children with a focus on quality assurance, participation and language Extend remit of Independent Reviewing Officers to include children living at home, and dedicated resource for pathway planning 	<ul style="list-style-type: none"> Quality Assurance Team comprising of Independent Reviewing Officers established in October 2023 to quality assure and support improvement in planning for children and young people Reviews of children looked after at home Refresh of Getting It Right for Every Child single report template, associated guidance and My Plan launched in June 2024 with greater emphasis on the language of care, UNCRC and the views and rights of children; giving greater consideration to the needs of sibling groups

Summary of Actions

Strategic Priority: Empowering Families and Communities

Action	Summary of Progress against Action
<p>Develop a whole system approach for young people who are involved or on the cusp of involvement with youth or community justice services</p> <p>Outcome: fewer young people in justice system</p>	<ul style="list-style-type: none"> Clackmannanshire Council's Youth Justice Services in partnership with Children and Young People Centre for Justice is under review; ensures pathways through the justice process will be more young person centred, providing appropriate services to young people who come into conflict with the law There have been 3 engagement /consultation sessions involving strategic managers and operational staff from across the partnership
<p>Improved strategy for Additional Support for Learning across Clackmannanshire for improving outcomes for children/young people with Additional Support Needs and their families</p>	<ul style="list-style-type: none"> Additional Support for Learning (ASL) Strategy 2024-27 completed and approved by Council in February 2024. Action plan created and implementation underway. .
<p>Improved transitions for children and young people with Additional Support Needs</p> <p>Outcome: Improvement in destination rate for school leavers with Additional Support Needs</p>	<ul style="list-style-type: none"> The Education Operational Guidance for Additional Support for Learning Transitions is at the final stage of consultation; will give a clear process for establishments to follow, meaning children/young people with ASN will experience well planned, successful transition Pupil centred planning meetings facilitated for most complex learners ensures that there are clear pathways and planning for post school destinations; tracking provides an overview of young people with ASN leaving school and the proposed post school destinations
<p>Improve practice in relation to attendance in the following key areas:</p> <ul style="list-style-type: none"> Ethos and Relationships Policy and Procedures Targeted interventions Partnership Working 	<ul style="list-style-type: none"> Schools continue to promote benefits of good attendance through parental engagement activities and communications Regular monitored attendance data analysed; schools using Attendance Dashboards Two thirds of our primary schools have a higher average percentage attendance rate at the end of May 2024 than at the end of May 2023 72% of our primary schools are meeting or exceeding trajectory stretch aim of 92-93% as of the end of May 2024 (with 7 of them exceeding the stretch aim) All sectors have a higher average percentage attendance than this time last session Updated attendance policy; in draft form for further consultation with a focus on ethos and relationships Several walking buses around the authority which are having a positive impact on attendance and punctuality including the Child Wellbeing Partnership breakfast clubs (Scottish Government's Early Adopter Community)
<p>Ensure that stretch aims are both ambitious and achievable</p>	<ul style="list-style-type: none"> Current data (unpublished) shows positive ACEL predictions for achievement of stretch aims Attendance data (unpublished) for 2023/24 shows an overall small improvement Positive destination rate continues to <i>align with previous high figures</i> and is above the national rate

Summary of Actions

Strategic Priority: Empowering Families and Communities

Action	Summary of Progress against Action
<p>Improve outcomes for disabled children and young people by developing an integrated transitions strategy/procedures to support their transition to adulthood and access to adult services/support</p>	<ul style="list-style-type: none"> • Integrated transition policy and procedure implemented • Ongoing awareness raising sessions with school staff and social work staff • A successful Transitions Fayre for parents, children and young people and partners has been delivered; further events scheduled
<p>Increase knowledge and skills of Clackmannanshire educators to include and meet the needs of all learners, through R4L principles and practice</p>	<ul style="list-style-type: none"> • Focus has been given to priority schools to support the implementation of the Readiness for Learning (R4L) approach, in collaboration with Speech and Language Therapy and Occupational Therapy • Over 3000 hours of professional learning delivered since April 2023
<p>Build capacity and expertise across all school to support learners with ASD to ensure our mainstream schools have a level of expertise</p> <p>Outcome: Improving educational outcomes through targeted supports in individual Child Plans</p>	<ul style="list-style-type: none"> • More learners with complex needs are supported in mainstream schools with flexible spaces, targeted interventions and outreach support • Initiated teacher network to share practice, engage in professional dialogue and seek support with different aspects of the children's needs • Increased knowledge on how to support autistic children and young people with training by the National Autism Implementation Team (NAIT) including Social Communication Emotional Regulation Transactional Support (SCERTS) training
<p>Improve the key stage transitions experience for learners and families for learners with Additional Support Needs.</p>	<ul style="list-style-type: none"> • Development of Additional Support for Learning guidance for staff; consultation of guidance is progressing • Pupil centred planning meetings facilitated for our most complex learners to ensure there are clear pathways and planning for post school destinations; transitions for children meeting their criteria are monitored; additional layer of tracking introduced
<p>Implement Phase 2 of the Icelandic Prevention Model:</p> <ul style="list-style-type: none"> • Ensure all practitioners have access to clear, practical support, training • Help to enhance the consistency of response particularly in relation to substance use, self-harm and suicidal intent 	<ul style="list-style-type: none"> • All S3 and S4 young people across all 3 secondary schools completed the Planet Youth online surveys; data was analysed and shared with local authority • Two Planet Youth Officers funded by Winning Scotland focusing on upstream, preventative work in the community and in schools
<p>Collaborative investment in Safe and Together and the Caledonian Model for families and children who have experienced domestic abuse</p> <ul style="list-style-type: none"> • Develop and introduce a full time Domestic Abuse Coordinator post 	<ul style="list-style-type: none"> • Two new initiatives introduced adding to the Non-Court Mandated Caledonian Programme initiatives, co-funded by Police Scotland, Clackmannanshire Housing Services and the Community Justice Partnership provide a Women's Worker and perpetrator support to the STRIVE Team • A new Men's Self-Referral helpline has been launched
<p>Embedding the principles and practice of the Scottish Government's 'Equally Safe at School' Strategy to prevent and eradicate violence against women and girls</p>	<ul style="list-style-type: none"> • Appointed a Violence Against Women and Girls Coordinator to take forward implementation and delivery of the VAWG Plan; increase youth voice in the campaign against gender-based violence • Alva Academy continues to pilot the Equally Safe at School programme • Positive relationships Inputs included in all year group Personal Social and Emotional programmes • Women's Aid and Rape Crisis continue to work in partnership with young people within education settings

Summary of Actions

Strategic Priority: Empowering Families and Communities

Action	Summary of Progress against Action
<p>Increase support available to care experienced young people</p> <ul style="list-style-type: none">• Development of Supported Lodgings Service for young people aged 16-25• Development of supported accommodation for young people leaving care in Clackmannanshire• Development of a multidisciplinary model of working to support care experienced young people to reduce isolation, create a community, and create accessible pathways of support based on learning from Aberlour/Vardy work with young people and partners	<ul style="list-style-type: none">• Strengthened coordinated approaches between housing and social work to ensure earlier planning for care experienced young people at risk of homelessness• Refresh of pathways assessments and processes to improve planning for young people leaving care• Continued development of a suite of supports for care experienced young people including work with the Vardy Foundation to scope out and increase local care provision

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
<p>Increase understanding of wellbeing and capabilities approach across Council and partners</p> <ul style="list-style-type: none"> • Values Based Leadership (VBL) • What Matters to You (WM2U) • Capabilities Approach Module 	<ul style="list-style-type: none"> • VBL: Young people in Clackmannanshire secondary schools participate in Columba 1400 leadership projects as well as the “Train the Trainer” programme to further develop skills and ensure sustainability • A pilot project at Redwell PS - introduction to Columba 1400 for all staff • VBL for two P6 classes – supported by Train the Trainer young people • Evidence of staff using their new skills to support colleagues and enhance meetings with activities to fully embed VBL across the local authority and wider community • What Matters to You (WM2U): a voice-led, community-based systems change approach working alongside families in Clackmannanshire, Dundee and East Ayrshire by shifting public resources to offer support earlier, thereby enabling people to flourish within their communities • Two ideas progressed [following consultation]: Ben Cleuch Poly Tunnel - New Scots' Gardening Project and Families Together - Abercromby PS Parents' Family Cooking • Capabilities Approach Module: Wellbeing and capabilities language is embedded in all Family Wellbeing Partnership documentation
<p>Redesign structures around relationships and needs</p>	<ul style="list-style-type: none"> • Structures redesigned to increase partnership working and early access to support; developed through the alignment of the FWP Collaboration group • Impact includes access to parenting support at Park Primary School through the Early Help Team, development of a walking bus supported through CLD to increase attendance at school; support for families over the summer holidays via the Family Wellbeing Partnership and Family Support Collaborative • Families accessing non statutory support through Early Help, with the Early Help Team responding to 60 to 70% of all referrals to children's social work • The redesign has resulted in increased availability of parent groups and support for young people in conflict with the law • Community Learning and Development redesign to localities
<p>Align money flow, funding and reporting</p>	<ul style="list-style-type: none"> • In building on the success of transformation changes and innovative funding and commissioning (distributing funds through various vehicles to those closest to our families, to improve delivery and outcomes). FWP has leveraged significant financial investment, which contributes to Community Wealth Building and improves outcomes for families and communities • The targeted spend of resources has relied on strong foundational collaboration with stakeholders including third sector organisations, Schools, Social Work, Police, NHS, HSCP and Clackmannanshire’s Third Sector Interface • As indicated, the introductions section of this Community Wellbeing Plan signals the introduction of One Plan, One Report approach. A Transformation Vehicle funding approach is being designed and explored with all key stakeholders.

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
Identify barriers and share learning of our transformation journey; learning from others who are transforming systems	<ul style="list-style-type: none">• The family Wellbeing Partnership has continued to influence the realignments of the values, cultures and behaviours of those who design and deliver services• FWP has provided visible and strong leadership and has afforded clear trust and permission to the workforce to enable them to do things differently, see what happens, learn to adapt• The learning from this transformational journey and the barriers, most of which have been eroded, have been shared,. This journey has been taken alongside the Scottish Government and The Hunter Foundation.• FWP work streams and staff share their learning journeys with other Local Authorities, partners and stakeholders.• FWP continue to learn from others, locally, nationally and internationally.• A composite Theory of Change is in development.• An example of outcomes achieved from the Employability work stream working in the transformational way are noted below: <p>School Key Worker supported 31 young people: 7 into Further/Higher Education 6 into structured training programmes 4 into employment 4 into volunteering</p> <p>Progression pathway in the ELCs: 15 volunteer conversions into paid placements 3 Sector Skills Academies created: Construction, Customer Facing, Steps to Employability for young people with additional support needs 64 Young people supported on No One Left Behind funded programmes: 31 young people securing a positive destination of employment, Further Education/Higher Education or volunteering 15 moved into personal support and development opportunities including additional training or workplacements 18 being referred back to Skills Development Scotland for further support</p> <p>109 new parents supported: 37 into employment 12 into further/higher education 12 into volunteering</p>

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
Mobilise and support Community of change makers	<ul style="list-style-type: none"> • Child Wellbeing Partnership offers place-based school-age childcare and activity services before and after school, across Alloa South and East - funding from the Scottish Government Early Adopter Communities Supported 239 children from 165 families • Parents and children accessing these services reported an improvement in their wellbeing and increased access to employment and training opportunities • The Child Wellbeing Partnership team have received a grant offer to enable them to extend their work beyond Alloa South and East to include Tillicoultry, Tullibody and Clackmannan; support will extend to all-age childcare and include an offer for pre-schoolers from 9 months of age
Extend the range of therapeutic supports available through the Intensive Therapeutic Service specifically targeted towards the refugee population within Clackmannanshire	<ul style="list-style-type: none"> • Reduced Intensive Therapeutic Service to the refugee community within Clackmannanshire • Fortnightly sessions of EMDR (Eye Movement Desensitisation and Reprocessing) Therapy offered to a small number of children and families presenting with characteristics of Post-Traumatic Stress Disorder (PTSD) which are significantly impacting on their daily functioning in school and/or at home
<p>Embed early intervention approach that delivers improved outcomes for children, young people, families and adults</p> <p>Enhance the range of family support provision within communities including the redesign of, and investment in early help and intensive family support services</p>	<ul style="list-style-type: none"> • The interagency preventative approach evidenced in STRIVE has been developed in initiatives such as the Justice Hub and early Help Team. • The Early Help Team, working with colleagues across the FWP, develop a preventative multiagency approach to work with families; evidenced in the ongoing delivery and evolution of the "one stop shop" provision, now rolling out across Clackmannanshire • Significant increase in the range of family support provision using the Whole Family Wellbeing Fund award • Further development of early intervention support using a lived experience led grant <p>Increased intensive support through commissioning of Aberlour, Sustain Functional Family Therapy (Action for Children) and support for young people leaving care - Barnardo's - enhanced by the development of a family support collaborative alongside families with lived experience</p>
<p>Refresh and relaunch the Readiness for Learning (R4L) approach</p> <p>Ensure establishments are maximising their ability to provide trauma-informed environments and approaches to closing the poverty-related attainment gap</p>	<ul style="list-style-type: none"> • Focus given to priority schools to support implementation of the Readiness for Learning approach; in collaboration with Speech and Language Therapy and Occupational Therapy • Over 3000 hours of professional learning delivered since April 2023 • Education Psychology Service exploring new ways of working to support greater capacity ; offering face-to-face training focused on professional discussion and problem solving • Through the Wellbeing and Inclusion Empowerment Team, an event is planned for late 2024 which will highlight the importance of nurturing positive relationships and staff wellbeing

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
<p>Implementation of the Virtual School Improvement Plan in line with Phases 1 and 2 of 'Change Programme One' within The Promise</p> <p>Supporting establishments to identify, monitor and track the attainment and achievement of Care Experienced Children and Young People and those furthest from engagement</p> <p>Ensure all agencies around young people are both accountable and working effectively together</p> <p>Strengthen links between Motivation, Commitment and Resilience Pathways Coordinators and monitor the impact of mentoring</p>	<ul style="list-style-type: none"> • Dashboard developed to track all secondary Care Experienced Children and Young People Dashboard • Weekly monitoring of attendance; monthly update shared with appropriate staff • Targeted intervention around attendance, supporting young people through quality assurance around care experiences status, sharing concerns via multi-agency professional discussion. • Attainment and destination data shared with schools • All care experienced young people in schools offered a mentor • MCR have committed to increasing their mentoring service to include young people who are not fully engaged in traditional school or are Emotionally Based School Avoidance (EBSA) and therefore not in the traditional campus where MCR would operate • All care experienced Young People have been offered engagement with Columba 1400 as part of universal offers from Alloa, Alva and Lornshill Academies
<p>Develop and implement a systematic approach to gathering developmental milestone data for 2 year olds</p> <p>Make effective use of developmental milestone data to ensure experiences provided in ELCs meet children's needs</p> <p>Provide professional learning to support observational assessment of developmental milestones</p> <p>Outcome: to ensure all children are reaching their developmental milestones by the time they start school and beyond</p>	<ul style="list-style-type: none"> • Development of process and procedure for the collection of data for two year old children receiving their 1140 hours of eligible funding within Local Authority Early Learning and Childcare settings • Establishment of a consistent approach across local authority settings with provision for two year old children focused on child development • Tracking of children's progress and planning appropriate next steps • Next steps include: a more efficient data gathering tool; continued tracking of our Cohort 1 children; roll out to our partner providers; continued engagement with Health Visiting Team and involvement of families
<p>Revise Implementation Plan within Sport and Active Living Framework (SALF) through the 5 year refresh process and as part of a re-alignment of priority areas</p>	<ul style="list-style-type: none"> • The SALF refresh was approved by both Council and The Alliance and is impacting positively • Next steps are to develop implementation plans

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
Creation of a 4 year action plan with key priority areas	<ul style="list-style-type: none"> School Sport Committees: all 22 schools have committees and completed the sportscotland School Sport Award self-assessment process and created improvement plans to support their plans for school sport 7 Primary Schools have achieved GOLD status with 3 others submitted for gold 16 primary schools have completed the Leadership Skills Foundation - Young Leader Award, led by the Active Schools team; final two are in progress: equates to 100% of schools having delivered this award to a mix of P6/7 pupils; 548 newly qualified Young Leaders All schools have bespoke extracurricular programme in place [sportscotland Partnership Agreement] Participation: Primary 51%, Secondary 20% [April 2024] Active Schools involved in the Child Wellbeing Partnership in Park PS, Sunnyside PS and St Mungo's PS; additional funding allocated to allow the roll out of the initiative across targeted communities within Clackmannanshire Maintained 3 hubs across Clackmannanshire (Sauchie, Tullibody, Dollar); 38% increase in active partner groups and organisations; new partnership between the Council, the Tullibody Development Trust and the NHS
Maintain weekly 2 hours of high-quality curricular PE for all children in all primary establishments	<ul style="list-style-type: none"> All schools received 2 hours Physical Education throughout the year Improved confidence within P5 swimming 67% felt confident about going swimming before the block, 93% felt confident when going swimming after the block] Increase on the 21/22 baseline data in attainment in P4 primary learners in Physical Competencies and Personal Qualities
Deliver the Primary 5 School Swimming Programme for all schools	<ul style="list-style-type: none"> All Primary Schools received a 5 week block of Aquatics Skills and Water Confidence during April to June 2024 Swimming Development Officer, Primary PE teachers and PT of PE to design, support and enhance the new curricular programme in partnership with Scottish Swimming 527 pupils participating Programme enhanced due to the new assessment criteria designed and implemented in partnership with Scottish Swimming
Identify and extend the range of therapeutic supports offered across the People Directorate to ensure an integrated pathway of therapeutic support to further increase the impact of individual intervention	<ul style="list-style-type: none"> Engagement with the Vardy Foundation to explore how to increase our capacity to support children and young people within Clackmannanshire. This includes the development of a new-build accommodation (a small group children's house with support). Scoping of multidisciplinary therapeutic approaches Developing a programme of training for staff and care givers and development of the 'Readiness for Caring' approach Assistant Educational Psychologist appointed to facilitate a Communications and Engagement strategy; ensure a coherent, consistent and proportionate approach to both co-production and communication of project deliverables

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
<p>Increase uptake of Text Clackmannanshire</p> <p>An evidence-based trauma-informed text-based service for suicide prevention for those aged 5 – 26 to ensure awareness of crisis support that is available 24/7, and 365 days</p>	<ul style="list-style-type: none"> • Suicide continues to regularly be the most common reason for individuals accessing Text Clackmannanshire • No texters have required an active rescue by the emergency services, indicating that the risk assessment and de-escalation processes embedded within the service may be evidencing a reduction in harm • Increased usage in service: 22% increase in the number of conversations happening on the platform; 65% increase in the number of individuals using the platform; 91% of users accessing the platform more than once 2023 • Suicides remain static; higher average age of probable suicide compared to the rest of Forth Valley, with an average age of 45.6 (range 34-77 years) in Clackmannanshire (Falkirk – 41.8, range 22-64 years; Stirling – 48, range 26-69years) • The suicide and self-harm guidelines for schools is being revised; new documentation launched in the early stages of next academic session
<p>Extend the continuum of support available within the Mental Health and Wellbeing in Clackmannanshire Transformation Project in order that children and young people can access the right support at the right time in the right place</p>	<ul style="list-style-type: none"> • Animal Assisted Therapy and Play Therapy Creative Therapeutic Interventions for Children Service (CTIfCS) now included as support for children and young people 83% of pupils referred to the CTIfCS show improvements in their mental health Music therapy is showing significant improvements in the Cognitive Regulation Index (CRI) on the BRIEF2 (a measure of executive function) Therapeutic Art Groups are showing significant improvements in Total Difficulties Scores on the Strengths and Difficulties Questionnaire for parents and teachers Both Animal-Assisted and Play Therapy are showing statistically significant improvements in Total Difficulties for parents and teachers • Kooth has been extended to cover the age range of 10-26 years; Mind Moose has been re-commissioned to support 5-12 year olds • Development of support for families through the In Mind project (in partnership with Barnardo’s) • Launch of a new digital mental health service for parents/carers of all children and young people under the age of 18 (Qwell) 100% of users would recommend the service to others 62% of usage has taken place out of hours, continuing to highlight the need for services that are available 24/7 • School Nurse representation within the GIRFEC Forum 167 referrals to the Forum between Aug 23 and May 24 with 18 of these allocated to CTIfC • Launch of The Forth Valley-wide guidelines to support educational establishments to make referrals to Child and Adolescent Mental Health Services for Neurodevelopmental Difficulties (NDD)
<p>Improve the responses and identification of children in need of protection alongside the intervention strategies that will support recovery and safety</p> <p>Implementation of the Scottish Child Interview Model (SCIM) a trauma informed, evidenced and rights based approach to interviewing children/young people involved with the Child Protection process</p>	<ul style="list-style-type: none"> • Newly Qualified Social Workers undertaken Clackmannanshire Child Protection training; Social work workforce to complete trauma informed training and UNCRC training The number of children/young people subject to Child Protection registration has steadily decreased • Qualified social workers are trained in recognising and responding in a trauma informed approach that is UNCRC compliant to Child Protection concerns; most vulnerable children/young people subject to CP registration

Summary of Actions

Strategic Priority: Health and Wellbeing

Action	Summary of Progress against Action
<p>Alongside the development of the Early Intervention Service within the People Directorate, the Commissioning Strategy will support the provision of flexible and holistic family support services which enable families to build resilience and capacity</p> <p>The range of family support provision within communities is enhanced and includes the re-design of and investment in early help and intensive family support services</p>	<ul style="list-style-type: none"> • Whole Family Wellbeing funded a participation development worker and commissioned increase intensive support provision • The Council, third sector providers Third Sector Interface and Family Voices Group have developed a more innovative and progressive way of delivering services to families across Clackmannanshire • A Family Support Collaborative has been established, operationally-led by three organisations, Barnardo's, Action for Children and Homestart, supported with funding and financial management by Clackmannanshire TSI • Co-produced a new hub-based delivery method to support families, alongside the work of the Early Help team and Family Wellbeing Partnership
<p>Deliver a new Lochies School and Wellbeing Hub Provides a range of inclusive and accessible health, well-being and learning services that are connected, holistic and well signposted both internally and with other services in Clackmannanshire, creating a destination that the community takes pride in</p> <p>Progress the project through the RIBA preconstruction stages, completing RIBA Stage 2 - Concept Design, and RIBA Stage 3 Spatial Coordination, and begin RIBA Stage 4 Technical Design</p> <p>Ensure effective communication with all stakeholders throughout the RIBA process</p>	<ul style="list-style-type: none"> • Project is in the design development process • The Council's development partner (Hub East Central) are finalising their RIBA Stage 2 (Hub Stage 1) submission for council review and approval - established the functional baseline to allow the project to progress to the next stage of design. The project remains on time and on budget • The formal pre-application has been submitted to and acknowledged by the Planning Authority • Four formal Pre-Application Consultation (PAC) events have been undertaken through March and April • Feedback collated into the PAC report for inclusion with the detailed (Full) Planning Application • In parallel with the statutory PAC events, other wider consultation has been undertaken to get feedback and input into the proposals • Views from community councils collated from meeting were sought at a Joint Community Council Forum (JCCF) • Workshops were held with Lochies School staff; a design workshop was also held for the Lochies Parent and Carers Council

Summary of Actions

Strategic Priority: People Workforce

Action	Summary of Progress against Action
<p>Continue to embed the work of Empowerment Group, building on the good practice from session 22/23</p> <p>Embed support for an empowered system, working collectively and in partnership across all establishments and with relevant stakeholders</p>	<ul style="list-style-type: none"> Professional learning led by Education Scotland focusing on Self Evaluation for Continuous Improvement (SECI); training has supported leaders to write reports and plans more effectively Developed timeline for establishments to make better use of data Created a learning poster based on the principles of effective learning and teaching Clackmannanshire primary schools participation in the National Improving Writing Programme; resulted in an increased in P4 writing attainment and teacher confidence Curriculum conference across RIC collaborative; workshops supporting opportunities to learn about good practice Pilot 'Genius Hour' for P7 and S1 pupils given time to pursue their own learning interests in addition to the set curriculum Schools/ELCs signposted to support with trauma informed practice
<p>Increased partnership working between primary schools and Librarians through the implementation of Education and Libraries partnership plan 23/24</p>	<ul style="list-style-type: none"> The library service reports a 25% increase in the 'checking out' of dyslexia friendly items; all eBooks can be made into Dyslexia friendly titles During Book Week Scotland funding was secured for 3 author events:1 for adults, the other 2 to for schools with authors visiting a school and volunteering to take a writing class 40% increase in child library (Every Child a Library Member) memberships since pre-COVID 11 Reading awards from the Scottish Book Trust
<p>Develop opportunities with support of the Regional Improvement Collaborative and Education Scotland to share effective practice around 'How Good is Our School? 4' Quality Indicator 2.3 Learning, Teaching and Assessment, with the aim of raising attainment and closing the poverty related attainment gap</p>	<ul style="list-style-type: none"> 5 schools/ELCs quality assured by education officers and senior leaders Evidence of increased confidence and accuracy in schools/ELCs self-evaluation and identification of key areas for improvement in learning and teaching Quality Improvement Officers have supported school and ELC leaders to use their understanding of learning and teaching to more effectively impact on attainment and achievement
<p>Ensure all stakeholders are fully apprised of the latest developments within Scottish Education, informed by the OECD, Muir, Hayward and Withers reviews and have opportunities to discuss this and provide feedback</p>	<ul style="list-style-type: none"> All educational establishments have been fully briefed on the proposed changes at national level
<p>Review the Quality Assurance model for ASN/ EASN to ensure there is a relentless improvement agenda to meet learners' needs</p>	<ul style="list-style-type: none"> Programme of Validated Self Evaluation (VSE) visits to three ELCs and three primary schools in 2023/24 Staged Intervention process and GIRFEC paperwork audited during the VSE visits Strengths and development needs identified with plans put in place to support There are systems in place to ensure appropriate strategies and approaches are in place to support children/young people with ASN achieve the best possible outcomes Quality Assurance framework for ASL to be implemented next session The ASL Moderation Group continued to meet and moderate aspects of work in the ASL Provisions

Summary of Actions

Strategic Priority: People Workforce

Action	Summary of Progress against Action
Integrate aspects of Readiness for Learning (Readiness for Learning) into the wider development of trauma informed practice across the workforce; to better support children, young people and families	<ul style="list-style-type: none"> The Resilience Learning Partnership (RLP) delivered 8 sessions for managers around understanding the impact of trauma 55% of managers have undertaken the Trauma Informed Practice Training Training extended to include Education and Establishment Heads, HR Business Partners and other members of the workforce Managers delivered a Toolbox Talk to provide some knowledge and understanding of Trauma Informed Practice and how best to support people with lived experience 36% of managers have delivered a Toolbox Talk to their team Establishment of Conversation Cafes on a bimonthly basis to deepen staff's understanding and reflect on their own journey towards being a trauma informed team within the wider Council organisation Two sessions have taken place; 19% attended a Conversation Cafe Educational Psychology and Customer Services have been involved in Intensive Service Support through training and trauma lens sessions with RLP
Implement the re-design of the CLD team to a locality model, adhering to Organisational Change processes	<ul style="list-style-type: none"> CLD Redesign team successfully recruited Two Youth Development workers successfully integrating Youth Work into Lornshill Academy and Alloa Academy using the new Youth Work Skills Framework The locality approach is embedded in the new draft CLD Plan and wider Family Wellbeing Partnership Outdoor Instructor has been working alongside the Rangers' service to widen the outdoor education offer to the schools and wider community
Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity	<ul style="list-style-type: none"> Forth Valley Guidance refreshed and plan to roll this out Programme of networking and training events; Forth Valley wide session delivered via video and locality sessions across the school clusters are planned Social Work reviewed the lead professional assessments paperwork and associated child's plan to ensure that this is easy to understand and use Consultation has taken place with young people, families and staff to ensure the revisions are rights based and trauma informed Engagement sessions across Clackmannanshire building better working relationships between universal services and social work to improve outcomes for children and young people

Summary of Actions

Strategic Priority: Sustainable, Inclusive Growth

Action	Summary of Progress against Action
<p>Roll out the revised Digital Learning Strategy 2023-2025</p> <p>Continue Digital Device Deployment Programme and evaluate</p>	<ul style="list-style-type: none"> Digital learning strategy actions progressing well; digital technologies are now embedded across all schools and with all learners and staff Google Classroom continues to support learning and teaching both within and outwith the classroom An average of 736 active Google Classrooms are in use each day across all schools
<p>Monitor and track progress of all young people who enter commissioned training programmes of sector based provision with the Scottish Government’s ‘No-one Left Behind’ grant</p> <p>Work in partnership with new Key Worker for Employability post to support the transition of young people leaving school and into appropriate pathways</p> <p>Continue collaboration with DYW Coordinators to strengthen links with employers and businesses</p> <p>Strengthen partnership with FIDA (Futures Institute at Dollar Academy)</p>	<ul style="list-style-type: none"> In 2023/24 ‘No One Left Behind’ funding provided the following programmes for young people: an employability programme for young people with Additional Support Needs and multiple barriers to employment (Employability pipeline stage 2) a customer facing sector skills programme (Employability pipeline stage 3) a construction sector skills programme (Employability pipeline stage 3) Evaluation feedback highlighted a good range of provision was provided and met the needs of most young people that required this provision Young people reported they benefitted from the support of the School Keyworker, working in collaboration with the Local Employability Partnership, Skills Development Scotland and schools Skills Development Scotland tracked the young people in these programmes to ensure that there was a follow up pathway when the programme ended Local Employability Partnership and Education secured funding from ‘No One Left Behind’ for new employability programmes for 2024/25 are Additional Support Needs, Construction and Customer Services
<p>Continue work with Regional Improvement Collaborative Learning for Sustainability (LfS Workstream)</p> <p>Increase the number of schools and establishments with ‘Eco School’ status</p> <p>Build on the success of the Scottish International Environment Centre (SIEC) Young Pathfinder Programme</p>	<ul style="list-style-type: none"> Learning for Sustainability is in School and Establishment Improvement Plans and correlates with the work around UN Convention on the Rights of the Child and Rights Respecting Schools The Young Pathfinders’ Programme Climate Competition Final, hosted by Scotland's International Environment Centre team within the University of Stirling and Forth Valley College, involved young people from our three secondary schools Young Pathfinders presented their ideas and demonstrated a good understanding of their chosen environmental issue and their creative way to combat it Other activity in 2023/24: tree planting at Gartmorn Dam, Enterprise Day and Meet the Scientists

Summary of Actions

Strategic Priority: Sustainable, Inclusive Growth

Action	Summary of Progress against Action
<p>Continued partnership with Secondary Schools, Local Employability Partnership and Skills Development Scotland to ensure all young people enter an initial positive destination</p> <p>Work with Clackmannanshire Partners Participation Group to improve sustained destinations (6 months after school leaving date) and to track those at risk beyond this date</p>	<ul style="list-style-type: none"> 94.9% of all young people entered an initial positive destination in 2022/23, slightly lower than the previous year of 96.5% but higher than pre-pandemic level of 94.2% and slightly lower than the national average of 95.9% 26.5% of young people moved on to higher education, a fall on 2021/22 where it was 32.7% and lower than pre-pandemic level of 32.3% 28.4% of young people moved on to further education, an increase on 202/22 where it was 24% and a slight fall compared to pre pandemic levels where it was 28.7% 28.4% of young people entered employment, a fall on 2021/22 where it was 29.9% and an increase on pre pandemic levels of 24.4% 3.1% of young people were unemployed seeking, an increase compared to 2021/22 where it was 2.4% and lower than pre pandemic levels of 3.9% Clackmannanshire has a higher number of school leavers moving on to further education (28.4%) than the Scottish average (26.6%) and a higher number of school leavers entering employment (28.4%) than the Scottish average (24.3%) Data published by Scottish Government on follow- up school leaver destinations in 2022/23 (nine months after the end of the academic school year) highlight that the national figure is 92.8%, which is down from the previous year (93.5% in 2021/22); figure for Clackmannanshire in 2022/23 is 89.1% which is higher than the previous year's figure of 87.8%
<p>Implement key actions outlined in Clackmannanshire's 'Numeracy and Literacy Frameworks' to support increased attainment and improved practice across the Broad General Education</p>	<ul style="list-style-type: none"> Literacy progression pathways at Early, First and Second Level (ELC-P7) have been re-written; providing clear, consistent guidance for staff across Clackmannanshire All P4 practitioners trained in approaches from the National Improving Writing Programme Indications are that children's attainment in Literacy and Numeracy has improved from academic year 2023/24 Published attainment Data for children at P1, P4, P7 and S3 is not available until Dec 2024
<p>Ensure that Strategic Equity Funding (SEF) interventions continue to be targeted to those areas of greatest need, to improve outcomes and close the poverty related attainment gap</p>	<ul style="list-style-type: none"> Governance of the SEF Plan continues to be tracked by the SEF Board on a 4/6 weekly basis PEF plans were and will continue to be reviewed and monitored by Clackmannanshire staff together with the Attainment Advisor link for Education Scotland Due to tapering down of SEF the Early Intervention Team staff recruited on a temporary basis last year will not continue next year

Summary of Actions

Strategic Priority: Sustainable, Inclusive Growth

Action	Summary of Progress against Action
<p>Collaborate with partners from the Local Employability Partnership, schools and establishments to develop a Skills Framework for Clackmannanshire which reflects local labour market intelligence, puts learners and employers at the centre, ensures parity of esteem between vocational and academic routes and aligns with the findings of the Withers review, with a specific focus on learner demographics relating to the City Region Deal's target groups: - Women and girls - People with a disability - Those living in areas experiencing the highest levels of deprivation (top 20%)</p>	<ul style="list-style-type: none"> • Heads of Establishment consulted on Skills Framework in Clackmannanshire • Staff collaborated on what this could look like and will now be taken forward as part of the work of the National Improvement Framework Plan • This work will be underpinned by the analysis conducted as part of the City Region Deal with collated data on labour market intelligence from Skills Development Scotland as a joined up approach to addressing the skills gap
<p>The People Directorate and the Family Wellbeing Partnership, in conjunction with the Hunter Foundation and Scottish Government, will work with a researcher to deliver a data map for Clackmannanshire</p> <p>The People Directorate will review Associated Governance of all strategic plans to ensure a more holistic approach to meeting needs</p>	<ul style="list-style-type: none"> • Data map and impact measures, in draft, have been prepared; taking account of People Service plans including Family Wellbeing Partnership • A shift towards one reporting format and One Plan, One Report is being progressed across the Directorate • The Clackmannanshire work on streamlining reporting and planning has been used to inform the Verity House Agreement Accountability and Assurance Framework between Scottish Government and COSLA
<p>Continued focus on reducing use of external placements to support children and young people to remain within the local area</p> <p>Continued review and development of the Resource Allocation Group demonstrating reduction in admissions to care and use of external resource</p> <p>Recruitment of local foster carers will be achieved through increased dedicated resource within Family Placement Team and implementation of new recruitment strategy</p> <p>Increased support to foster carers to prevent unplanned endings, increase retention, and improve reputation locally</p> <p>Development of additional residential provision in Clackmannanshire</p>	<ul style="list-style-type: none"> • Good progress made to stabilisation of the fostering service evaluated as good by the Care Inspectorate; creates the conditions for growth in this area • Continues to be a trend of reduced admissions to care with reduced numbers of children looked after away from home across all settings attributed to several factors: the continued development of the resource allocation group, improved planning through support of Independent Reviewing Officers and Family Group Decision making; a more stable staffing picture; provision of Early Help for families; and the introduction of Sustain an intensive support service. • Greater stability achieved within the fostering service with good retention levels being achieved. • The number of children cared for by Clackmannanshire Foster Carers has reduced by 2 and one new foster carer has been approved • Following a recruitment event, several fostering assessments underway • 7% reduction in the use of external foster care placements between 1 July 2023 and end of June 2024

Summary of Actions

Strategic Priority: Sustainable, Inclusive Growth

Action	Summary of Progress against Action
<p>Develop increased opportunity for learners to engage in active learning including Outdoor Learning and Wider Achievement. Explore opportunities of developing a 'Clackmannanshire Active Learning Academy'.</p>	<ul style="list-style-type: none">A 12-month pilot CALA experience starts in September 2024 with 20 Young People from across the 3 secondary schools; targeted (non-school engagement) with a bespoke Curriculum: Leadership (Columba 1400) Personal Trainer (Active Sports) Outdoor Learning (CLD) Weekly Mentoring (MCR) Wellbeing Tracker Work/College Experience (DYW- FV College)

Children Service’s Plan “Report on a Page” 2023/24

Ambition			
We want Clackmannanshire to be a great place for children and young people to grow up. We will do this by ensuring they have the best opportunities and life chances; experience a safe and happy childhood; develop positive wellbeing and can access high quality learning and development opportunities			
Objectives			
A Good Childhood	Whole Family Support	Planning/Building Capacity	Supporting the Workforce
Progress towards Outcomes			
<p><i>Children in Clackmannanshire are safe from harm:</i></p> <p>Established digital wellbeing/ internet safety programmes in schools positively impacting on raising pupils’ awareness and confidence of online safety</p> <p>1.7 [per 1,000 children (0-15 years) on the Child Protection Register lower than Scottish rate 2.3</p> <p>New evidence-based SCIM model ensuring quality of child protection interviews trauma informed, child centred and UNCRC compliant</p> <p>New Missing Persons Protocol strengthening an improved collaborative approach for children reported missing from care, ensuring a proportionate and trauma-informed approach.</p> <p>Digital Crisis Intervention Service positively impacting on children/YPs mental health and wellbeing</p> <p>Increased use of TEXT Clackmannanshire service: 65% increase of use and 91% of users accessing the platform more than once</p> <p><i>Children and young people have the best possible life experiences and opportunities:</i></p> <p>Universal Health Visiting Pathway is ensuring children in their early years are provided with tailored support at the right time. 78.3% of children had no development concerns at 27-30 month review</p> <p>89% Eligible first time mothers benefiting from tailored, person-centred, responsive support delivered by the Family Nurse Partnership</p> <p>Parental Employability Support programme supported 109 new parents; 37 into employment, 12 into Further or Higher Education and 12 into volunteering.</p>	<p><i>Children, young people and families can access a range of support services and family therapies:</i></p> <p>Reductions in children looked after away from their home and community [Positive impacts are emerging in this area: 225 children looked after on 31 July 2023 compared to 257 in July 2022, 12.5% reduction]</p> <p>64% of care-experienced children are looked after at home or in kinship placement, higher than the Scottish figure of 55%</p> <p>Children and families benefiting from a range of early intervention supports, delivered by our third sector services; parents/carers are more confident in their abilities, resulting in positive changes for their families and diversion from more intensive services</p> <p><i>The health and wellbeing of children and young people is improved, inequalities are reduced:</i></p> <p>Pregnancy rates for 16 and under fell from 2.8 per 1000 women to 2.3 per 1000 women [average 2019/21] same as the Scottish rate of 2.3 per 1000 women</p> <p>65.3% of children/YP actively travel to school (walking, cycling etc);Scottish average 50.2%.</p> <p><i>Children/ YP and their families can access the right services based on their needs:</i></p> <p>Early Help team supported 63.5% of all referrals to children’s social work in first few months;400 participants accessed 0- 3 year drop-in sessions</p> <p>Family Support Commissioning Consortium established; co-produce a new innovative and progressive way of delivering services to families</p>	<p><i>Children and YP Partnership is meeting the planning and reporting requirements under Children’s Services legislative framework:</i></p> <p>This has included our work on:</p> <p>The United Nations Convention on the Rights of the Child through our UNCRC Implementation group to ensure that:</p> <p>Children and young people in Clackmannanshire understand their rights and are engaged and involved in decision making:</p> <p>Extended roll out of Viewpoint, a digital tool, to better capture the views and voices of children/ YP and support their participation in plans and decisions which affect their life.</p> <p>81 children/YP supported by Who Cares? Scotland Advocacy service supported 169 formal meetings: Children’s Hearings (62%), My Plan reviews (18%), Child Planning Meetings (5%) Throughcare and Aftercare Pathway Reviews (15%)</p> <p>Plans, policies, information shared seamlessly across children’s services partnership: Included work on:</p> <p>Transition policy for young adults with disabilities, Refreshed GIRFEC and Child Protection Guidance, Pre-birth Pathway, Missing person policy</p>	<p><i>Partners will have the skills and competencies they require to deliver high quality services when working with children, YP and families</i></p> <p>Fully embedded the Readiness for Learning (R4L) principles and practice in schools, improving visual and spoken communication</p> <p>Implemented trauma-informed practice approaches across the workforce, in line with the Scottish Government’s ‘Transforming Psychological Trauma’ initiative; a programme of mandatory training undertaken including ‘Toolbox Talks and Conversation Cafes’</p> <p><i>CYP partners will have common and shared workforce values when working with our children, young people and families</i></p> <p>A multi-agency audit on the quality and effectiveness of key multi-agency processes and practices; demonstrated effective joint child protection processes and practices by partners including the effectiveness of the Getting it right for every child (GIRFEC) process</p> <p>Communities that Care being embedded within our schools reducing stigma and increasing awareness of rights and advocacy for care experienced young people</p> <p>Keeping The Promise Award training delivered to Senior Leadership and elected members</p> <p>Values Based Leadership approached `being embedded across the local authority and wider community</p>

Community Learning Development “Report on a Page” 2023/24

Ambition		
Deliver learning and development programmes with Children and Young People; Adults and Families, and wider communities, building the capacity of individuals, families and communities to address health and wellbeing, the impact of poverty, raise attainment and develop employability skills.		
Objectives		
Working with adults and families to develop and implement learning opportunities that meet the needs of priority individuals, groups and communities	Working with children and young people to embed the rights of the child and develop learning opportunities within the school, family and wider community	Develop and implement outdoor learning experiences that meet the needs of individuals and priority groups that will enhance health and wellbeing, learning and the environment
Progress towards Outcomes		
<p>‘Bowmar Bookies’ developed in partnership with University of Strathclyde supporting 16 families and 28 children in literacy programmes</p> <p>Family Wellbeing Partnership [FWP] embedded in CLD work in Alloa South East, linking with ‘Community around the School’ and supporting the ‘One Stop Shop’ at the Bowmar Community Centre</p> <p>Enhanced ESOL partnership working with Forth Valley College, Forth Valley Welcome and the Scottish Refugee Council resulting in increased referrals for ESOL from Clackmannanshire Works, Clackmannanshire Economic Regeneration Trust (CERT) and Department of Work and Pensions (DWP)</p> <p>Weekly drop-in established, led by Play Alloa and a ‘Staying Connected Women’s Group’, addressing previous trauma</p> <p>SQA Centre established to offer a wide range of accreditation and volunteering and employability opportunities</p> <p>Developed local community led programmes with What Matters to You (WM2U) offering funding for communities; building capacity in residents to identify local needs</p> <p>CLD supporting families as part of the FWP early intervention model with the Alloa Family Centre</p> <p>Clackmannanshire 1400 Friday Community Café catering for 50 plus residents. Fuel energy advisors and a’ Homestart Pop Up Shop’ provide advice at Café</p>	<p>New locality model of CLD Youth Workers supporting youth achievement awards as part of the curriculum</p> <p>Established a ‘Walking Bus’ in partnership with Park Primary School, supporting families and children at risk of disengagement, improving attendance and attainment</p> <p>New ‘CALA’ programme supporting volunteering opportunities for young people at risk of entering a negative destination</p> <p>Appointment of 2 new elected Members of the Scottish Youth Parliament, supported by CLD, to engage the wider community providing an integral role in local and national strategy consultations</p> <p>Increase in membership organisations to Youth Scotland from 2 to 6</p> <p>Increased engagement with third sector youth organisations to promote local CLD</p> <p>Extended youth offer to Hillfoot Villages by OYCI with the availability of a new community space; also supported Youth Theatre in the Alloa South and East area</p> <p>16 young people participated in the Bowmar Junior Challenge; all learners reported increased confidence in their listening and talking skills</p>	<p>More young people experienced outdoor learning [46 secondary school pupils took part in outdoor learning programme and 298 primary school pupils experienced outdoor learning]</p> <p>Partnership working with outdoor Instructor and Rangers Service has enhanced outdoor learning to provide support to vulnerable children and young people</p> <p>Enhanced transitions from P7 to S1</p> <p>Increased learning opportunities with programmes on Climate Change, Sustainability and the Scottish Outdoor Access Code</p> <p>Increase in groups interested in supporting outdoor learning including Resilience Learning Partnership, Sauchie Active 8, Social Work and Young Carers</p> <p>Forestry School training offered to young people most marginalised in our community to enhance their outdoor experience</p> <p>Increased after school and holiday provision for families living in South East Alloa Child Wellbeing Project improving health and wellbeing and reducing impact of cost of living crisis</p> <p>4 week summer programme on outdoor learning, targeting young people aged 10-15 at risk of disengaging [identified through CLD, Schools and Social Work] improving health and wellbeing and resilience</p>

Community Justice Improvement Plan “Report on a Page” 2023/24

Ambition					
To improve community justice outcomes for people involved with the justice system and for communities					
Objectives					
More people successfully complete diversion from prosecution (National)	More people in police custody receive support to address their needs (National)	Increased skills and knowledge across the workforce to support people throughout their justice journeys using a trauma informed approach (Local)	More victims access services and receive consistent support with their needs throughout the justice process (Local) More people across the workforce and in the community understand, and have confidence in, community justice. (National) Fewer people experience stigma due to involvement in the justice system. (Local)	More joined up pathways and commissioning of services across local strategic partnerships (Local) More integrated pathways of health and social care between statutory and third sector services support victims, and people accused of or who have committed an offence (Local) More people access peer support and mentoring (Local)	Community justice services and policies are co-produced (Local) Assurance of services is based on meaningful engagement with people with lived experience (Local)
Progress towards Outcomes					
A Diversion Short Life Working Group established two “tests of change” agreed to increase / optimise the use of diversion at different points of the justice journey; to increase early intervention for substance use and mental health issues with the impact on diversion engagement and completion Funding secured to fund a 2-year Addiction Recovery Worker based within Justice services; to support early intervention for substance use issues when people come into contact with the justice system Promoting further partnership working to support the whole systems approach to community justice	Continue to review provision of arrest referral services for Clackmannanshire to assess gaps in provision Custodies for Clackmannanshire are held in Falkirk providing an addition challenge in terms of accessibility for local support services Arrest referral support for substance use is provided via the third sector through Change Grow Live; 28 referrals were made to the service. Bail Officer provides support to people arriving from custody to Alloa Sheriff Court; support includes health and social care issues and signposting as appropriate	Initial scoping of the provision and uptake of trauma informed training by community justice partners extended to all organisations involved in the justice process, including defence agents Several partners have introduced trauma informed practice training across the workforce Plans are in place to carry out an informal training needs assessment to assess levels of trauma awareness and identify training and support offered to support further development of trauma informed practice	Plans by Public Attitudes to Crime Working Group [membership from CSHSCP, Police Scotland, Resilience Learning Partnership and NHS FV Public Health] to carry out a Survey / analysis of public attitudes to crime in Clackmannanshire With support from the Care Inspectorate, an online public attitudes to crime survey, facilitated community focus groups, both with geographical communities and communities of interest, is planned which will contribute to the requirement of self-evaluation on community justice in Clackmannanshire and to increase public understanding of community justice and reducing stigma	The CJP continues to strengthen whole systems approach to partnership working Strengthening joint commissioning with the Alcohol and Drugs Partnership (ADP), part of the ADP Commissioning Consortium New model of care to support people with substance use issues and criminal justice concerns being developed by both Clackmannanshire and Stirling CJP; improving outcomes for people through equitable delivery of services , including development of peer support approach Joint pathway for employability and justice developed with the LEP; set out referral processes and services available; providing clarity for agencies working with people involved in the justice system	Quality Assurance Short Life Working Group is working on embedding lived experience in the work of the Community Justice Partnership (CJP) Clackmannanshire is the first CJP in Scotland to have lived experience embedded within its governance structure Further plans to include a model established by Clackmannanshire and Stirling Alcohol and Drug Partnership (CSADP) of a Lived Experience Panel - attend strategic partnership meetings and involved in strategic planning activity using a human rights based approach

Family Wellbeing Partnership Plan “Report on a Page” 2023/24

Ambition			
Realign the values, cultures and behaviours of the people who design and deliver services so that poverty and inequality are tackled head on, making an immediate and lifelong impact			
Objectives			
Develop the conditions to enhance wellbeing and capabilities	Create a community where everyone has the opportunity to flourish	Radical shift towards preventative and relational model of public services	Voice and agency of Clackmannanshire people and communities at the heart of decision making
Progress towards Outcomes			
<p>Columba 1400 VBL work embedded across secondary schools and introduced into one primary school; young people and parents/carers have been consulted about impact; 12 young people have participated in a Train the Trainer programme</p> <p>Mental wellbeing supports and services are leading to improved outcomes and new supports have been introduced - Qwell (adults) and Kooth (young people)</p> <p>Impact stories, statements and focus groups evidence improved wellbeing and capabilities</p> <p>Supported community action by What Matters to You (WM2U) - 5 community projects are in progress, managed by FWP and WM2U</p> <p>Planet Youth data shared raising awareness with action taken on issues important to our young people</p> <p>One Stop Support Shop sessions introduced to support people to maximise benefits and improve mental wellbeing</p> <p>Improving Health and Wellbeing Award (June 2024)</p> <p>Young people involved in MCR Pathways Mentoring have reported enhanced wellbeing and capabilities – focus group (May 2024)</p>	<p>Community Around the School (CATS) - expanded in one secondary school and introduced to two others providing more opportunities to flourish; Silver award gained through Pearson National Teaching Awards (June 2024)</p> <p>More young people supported through alternative provisions - Clackmannanshire Active Learning Academy (CALA) with 20 young people due to start in August 2024</p> <p>A collaborative community wellbeing approach has been introduced in one area (Sauchie); resulting in further support for specific areas</p> <p>The Child Wellbeing Partnership (CWP) has gained more funding incorporating whole family wellbeing approach with more options for families</p> <p>Summer family sessions introduced at the Family Centre [supported by Planet Youth officers]; partnership working with Early Help Team and CLD, enhanced family support</p> <p>The Vardy Foundation continues to support Keeping The Promise work in Clackmannanshire ensuring that care experienced young people can flourish</p> <p>A Partnerships' Fayre was introduced (June 2024) to create opportunities for networking and collaboration</p> <p>Health and Social Care courses and careers for young people [Stirling University and NHS Scotland Academy programme]</p>	<p>The Transformation Vehicle has been introduced to key personnel and partners at a collaboration day (June 2024)</p> <p>FWP and VBL approaches are being spread across Clackmannanshire Council and Third Sector partnerships – e.g. Spaces for Listening as part of meetings and professional development</p> <p>Impact stories and statements as well as focus groups show a shift to Early Intervention, prevention and Trauma Informed service delivery and the positive impact on people's lives</p> <p>Operational team meetings have been expanded and collaboration group meetings introduced to ensure wider awareness of the FWP approach and more opportunities to collaborate to support local people</p>	<p>Introduction of family and/or community voice groups to ensure that a wide range of people are represented – e.g. What Matters to You (WM2U); Clackmannanshire Youth Forum; Care Experienced Participation Group (Or Family Voices)</p> <p>Our What Matters to You (WM2U) partnership has funded two community projects [Tullibody Family Foodies and Ben Cleuch Poly Tunnel Gardening Group]; three more are about to launch [The Family Centre; Sauchie Community Centre and The Bowmar Centre]</p> <p>Several of The Lens 2023 groups (e.g. Forth Valley Sensory Centre and Alloa Community Empowerment) have extended their reach through gaining further funding from external sources</p> <p>Opportunities created for people to stay connected</p> <p>Child Wellbeing Partnership (CWP) approaches have been co-designed to ensure local voice is represented</p> <p>Community voice has been amplified through local groups being recognised for their work to enhance wellbeing and capabilities – e.g. Alloa Academy Breakfast Club won the Clackmannanshire Third Sector Interface (CTSI)</p>

Clackmannanshire Local Child Poverty Action Plan “Report on a Page” 2023/24

Ambition			
Our collective mission is to improve health life expectancy by reducing inequality and child poverty – Clackmannanshire Tackling Poverty Partnership (TPP)			
Objectives			
Increase Income from Employment	Increase Income from Social Security and Benefits in kind	Support the Cost of Living	Improve Health Life Expectancy and Wellbeing
Progress towards Outcomes			
<p>Clackmannanshire exemplifies the principles of a Wellbeing Economy through initiatives, including efforts to transform the labour market structure and policies to foster an inclusive economy with local collaborative actions being pivotal</p> <p>The WEAll action plan [accessing employability landscape] by Wellbeing Alliance formulated, with both the Clackmannanshire Local Employability Partnership and Clackmannanshire Business Support Partnership</p> <p>Job Start Payments of £15,611 were paid for 50 people</p> <p>NHS directly engage with schools and colleges; partners include DYW, Forth Valley College, University of Stirling, Department of Work and Pensions, Skills Development Scotland and NHS Education for Scotland; employability focused on building employability activity to support priority poverty inequalities group</p> <p>Awarded £441,000 of Tackling Child Poverty funding for delivery of support for parents, specifically priority family groupings</p> <p>Skills Development Scotland (SDS) supported training provision under No-one Left Behind; receiving positive feedback on training impact and allowances</p> <p>Through Clackmannanshire Works contract, Citizens Advice Bureau (CAB) supported client financial gains for this financial year equating to £129,958 across 153 people</p>	<p>The TPP and Family Wellbeing Partnership (FWP) support income maximisation through strengthened approaches to income maximisation</p> <ul style="list-style-type: none"> • Pregnancy and Baby Payment - £477, 605 paid [325 applications: 65 < than 22/23] • School Age Payment - £214,697 paid [40 applications: 110 < than 22/23] • Early Learning Payment - £348,146 paid [110 applications: 150< 22/23] • Young Carer Grant - £45,294 paid [140 applications; data 22/23 unknown] • Scottish Child Payment - £4,896,920 paid [510 new applications received resulting in 27,260 weekly payments] • Child Disability Payment – Scotland £7,594,900 [32,080 payments - CDP by area not published] * • Adult Disability Payment £7,954,900 and £34,290 payments made * <p>New Baby, Financial Health Check Project [CAB] with NHS FV, support families with children under one:72 health visitor referrals; financial gain of £16,940.42</p> <p>NHS FV Allied Health Professionals supported families with access to nutrition for children up to age 3 [Best Start funding]</p> <p>Young Parents Project (FWP) supported 16 young parents; improving outcomes with housing, financial aid and education</p>	<p>Local services and partnerships support priority families and vulnerable groups; focusing on child poverty and care-experienced children, providing Trauma Informed Practice training and catering to families with disabilities or ASN</p> <ul style="list-style-type: none"> • 60.2% of P6, 7 and secondary pupils approved for Free School Meals • Child Winter Heating Assistance (SSS) provided 325 payments of £235.70 • Education Maintenance Allowance £87,030 paid [118 applications] <p>Early Adopter Communities - (FWP) Child Wellbeing Partnership [CWP] supported 239 children from 165 families; providing accessible, affordable or free before and after school clubs and holiday childcare</p> <p>Awareness raised under the Council’s Cost of Living help pages</p> <p>Under SG’s EES ABS programme, the Home Energy and Environmental Advice Team (HEEAT) were awarded grant funding which contributed towards a £1 m programme of energy efficiency works; making household’s private sector households more affordably warm and energy efficient</p> <p>HEEAT provided £85,259 financial support through the SG’s Home Heating Advice Fund helping tackle household fuel debts and energy costs</p> <p>Funeral Support Payment - £554,001</p> <p>Make and Taste intervention supported early year’s staff in incorporating and promoting food activities in early year’s settings</p> <p>84</p>	<p>NHS Forth Valley published its Anchor Plan 2023-26, demonstrating a strong commitment to collaborating with anchor institutions, including those within the Clackmannanshire Community Planning Partnership</p> <p>212 refugees, primarily Syrian, received support from the Education Refugee Team</p> <p>FWP implementing a systemic shift towards preventative and relational public services</p> <p>NHS Forth Valley, Children’s Allied Health Professionals supported all priority family groups, as part of NHS Forth Valley Healthcare, Health Improvement Strategy – <i>improvement in health and wellbeing</i></p> <p>Clackmannanshire and Stirling HSPC’s Healthy Working Lives programme engaged with local employers to address poverty-related issues for priority family groups, improving wellbeing</p> <p>Increased breastfeeding rates through community peer support programmes, more mothers initiating breastfeeding and the percentage of infants’ breastfeeding at 6-8 weeks</p> <p>Thrive to Keep Well Programme in Clackmannanshire supported 26 people</p> <p>165 individuals trained in food and health across NHS Forth Valley</p> <p>Child Poverty Accelerator bid submitted in collaboration with Council, NHS Forth Valley to strengthen local place-based delivery, and support local efforts, to eradicate child poverty.</p> <p>Links to Clackmannanshire’s Children’s Services Plan Report</p>

National Improvement Framework Plan “Report on a Page” 2023/24

Ambition					
Reduce inequalities of educational outcome experienced by young people as a result of socio-economic disadvantage and increase excellence and equity for all learners					
Objectives					
Placing the human rights and needs of every child and young people at the centre of education	Improvement in children and young people’s health and wellbeing	Closing the attainment gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in attainment, particularly in literacy and numeracy	Embedding the work of Collaborative Empowerment Groups
Progress towards Outcomes					
<p>Increased staff knowledge of United Nations Convention on the Rights of the Child (UNCRC) (Scotland) Act</p> <p>Improved tracking of attendance, attainment, and achievement of care experienced children and young people (CECYP) – leads to identification provision of appropriate supports</p> <p>Increased staff knowledge and understanding of ‘The Promise’ through professional learning</p> <p>Improved active participation of children / young people with Additional Support Needs</p> <p>Improved active participation of parents/carers in consultations regarding Additional Support for Learning</p> <p>Increased skills and knowledge of staff to meet the needs of children and young</p>	<p>Improved experiences and increased progress for 2 year olds due to focus on developmental milestones</p> <p>Increased water confidence of P5 children attending swimming sessions [527 children participating]</p> <p>Improved support for children, young people and families’ mental health - 83% of pupils referred to the Creative Therapeutic Interventions; 122 parents/carers registered with a newly available support (Qwell)</p> <p>More than 5% increase in the reach and number of families supported through combined Family Wellbeing Partnership</p> <p>Enhanced wellbeing and capabilities of young people and their families through Community Around the School (CATS) programmes</p> <p>Two thirds of primary schools have a higher average percentage attendance rate 72% meeting or exceeding stretch aim</p>	<p>Narrowing of poverty related attainment gap in both Literacy and Numeracy at Early, First Levels and 3rd level and above</p> <p>Increase in achievement levels in both Literacy and Numeracy for all children living in Q1</p> <p>Increased attainment in first level writing</p> <p>Improved communication environments; 14 establishments achieved new or enhanced Excellent Communication Awards (8 bronze, 3 silver, 3 gold)</p> <p>Improved quality assurance resulting in, improved self-evaluation and strategic planning</p> <p>More effective use of data to meet children’s needs supported by Interactive Learning, Teaching and Assessment guide</p> <p>Improved support for families through Child Wellbeing Partnership</p> <p>Improved 1:1 digital access resulting in all children P2 to S6 accessing a digital device</p> <p>Improved ‘work skills’ support for young people through integration of youth work into secondary schools</p>	<p>Development of a Skills Framework for schools and ELCs in session 2024/25</p> <p>Improved pupil centred planning meetings for learners with the most complex ASN, ensure clear pathways and planning for post school destinations</p> <p>Partnership approach to implement Readiness for Learning (R4L) approach across all schools</p> <p>Improved tracking of all CEYP is supporting sustained positive destinations</p> <p>Increased number of young people in initial positive destinations 94.9% higher than pre-pandemic level of 94.2%</p> <p>Development of new bespoke supports for 20 identified children and young people to be implemented 2024/25 through Clackmannanshire Active Learning Academy (CALA)</p>	<p>Increased Literacy and Numeracy attainment (combined P1, P4 and P7)</p> <p>Achieved stretch aim in Numeracy (combined P1/P4, P7)</p> <p>Increase in attainment at senior Level [3rd level and above] in both Literacy and Numeracy</p> <p>Improved moderation of writing standards at P4 resulting in a 7% increase in writing attainment</p> <p>Improved access to books for families through ‘Every Child a Library Member (ECALM); 214 children registered</p> <p>Increased access to dyslexia friendly items across Libraries resulting in a 25% increase in borrowing of dyslexia friendly items</p> <p>Improved staff knowledge and understanding of literacy development resulting in 11 Reading awards being presented across schools/ELCs to date</p>	<p>Evidence based impact and self-evaluation due to improvement in the quality of reports and plans produced by establishments</p> <p>Increased opportunities for children and young people (P7-S1) to pursue their interests due to increased shared understanding of effective curriculum approaches</p> <p>Improved support for children and young people due to increased staff awareness of trauma informed supports</p> <p>Creation of a ‘Learning Poster’ leading to increased consistency of quality learning and teaching</p> <p>Increased teacher confidence in planning and assessment of writing</p>

The Promise Plan “Report on a Page” 2023/24

Ambition				
By 2030, Clackmannanshire will #KeepThePromise and ensure that all young people grow up loved, cared for, safe and respected				
Objectives				
Children in Clackmannanshire will experience a good childhood	Whole Family Support will be accessible to communities	Supporting the Workforce to ensure practitioners and care givers are trauma informed, skilled, and supported	Planning to ensure that the foundations of the Promise are central to service design and council business	Building Capacity to deliver best outcomes for children, young people and their families
Progress towards Outcomes				
<p>Increased support to care experienced children and young people in education through strengthened tracking, quality assurance, and collaborative approaches to planning</p> <p>Improved experiences for pre-school children receiving support at an earlier stage to support their development</p> <p>Communities that Care continues to reduce stigma and increase awareness of rights and advocacy for care experienced young people</p> <p>Early and effective interventions for young people are; reducing offending behaviours evidenced by:</p> <ul style="list-style-type: none"> • 12.5% reduction in the number of children looked after by the local authority between July 2022 and July 2023 • 28% decrease in Child Protection Referrals and 27% reduction in referrals to the reporter over the last 12 months • no children in secure care in the last 5 years <p>A high percentage of brothers and sisters are looked after within the same setting if they have lived together before becoming looked after</p>	<p>Increased support available to foster carers, adopters and kinship carers locally building a strong care community</p> <p>Increased pro-active support to families in relation to children and young people’s school attendance through role of Virtual Head Teacher and development of Clackmannanshire Active Learning Academy (CALA) for implementation 2024/25</p> <p>Increase in intensive family support services available to children and young people on the edge of care</p> <p>A Commissioning Consortium has been developed to align funding streams and develop a broad range of family support locally</p> <p>A Family Support Collaborative has been established involving a range of community groups and Family Voices groups</p> <p>Families have been involved in the co-design and development of a hub model of family support</p>	<p>Increased staff knowledge and understanding of Readiness for Caring and Readiness for Practice models building on principles and similar approaches to Readiness for Learning</p> <p>Increased number of staff attending trauma informed training</p> <p>100% of schools and ELCs are working towards the Keeping the Promise Award with one school being the first in Scotland to have achieved the accredited award</p> <p>Skilled Level Transforming Connections trauma training for staff and carers being delivered by Social Work</p> <p>100% of care givers have access to a training resource offering a broad range of training to support their role</p>	<p>Children’s Services redesign implemented focusing on earlier intervention; relationship focused locality-based practice, and increased support for foster carers, adopters and kinship carers</p> <p>Improved planning for children and young people through development of Quality Assurance Team including designated Independent Reviewing Officer to undertake Pathway Reviews; review of children looked after at home, and post adoption support plans - resulted in an increased number of care leavers over 16 years with a pathway plan and pathway coordinator</p> <p>Provided advocacy services to 81 children and young people, of which 54 were new referrals; young people supported at 169 formal meetings comprising of Children’s Hearings (62%), Looked After Reviews (18%), Core Group Meetings (5%) and TAC and Pathway Reviews (15%)</p> <p>Keeping The Promise Award training delivered resulting in increased knowledge and understanding</p> <p>Extension of Clackmannanshire Care Leavers’ Guaranteed Interview Scheme to provide more employment opportunities for care experienced young people</p>	<p>Foster carer recruitment activity focused through the lens of the Promise has attracted interest; event in April was followed by activity at local galas during the summer</p> <p>Improved opportunities for young people not in education through collaboration with Skills Development Scotland (SDS) and partners resulting in an increased number of young people supported to access education, training and employment</p> <p>Continued work with the Vardy Foundation to explore and scope options to increase range of supports and accommodation available to care experienced young people locally</p> <p>Increased retention of foster carers and a continued downward trend in the use of external fostering placements</p>




Sport and Active Living Framework “Report on a Page” 2023/24

Ambition			
Our Ambition: Working together for a better quality of life and equal opportunities for all			
Objectives			
Active Communities Creating a culture of change around participation in physical activity and an understanding of the lasting health and wellbeing benefits	Infrastructure and Places High performing sport and leisure facilities in Clackmannanshire; supported by an active travel network	Schools and Education All pupils will have the opportunity to engage in PE, physical activity and sport	Leadership and Governance Clear roles and responsibilities for the collective workforce
Progress towards Outcomes			
<p>Through the Scottish Football Association’s Extra Time partnership; 34 identified families from 3 primary schools have benefited from wrap around school childcare, managed through the Active Schools team; increasing the health and wellbeing of the attendees though taking part in football sessions and the provision of free meals; also provided respite and improved employment opportunities for parents and carers as well as easing financial pressure to provide food</p> <p>Through a multi partner approach between Sport and Leisure and the NHS there was a reduction in demand on secondary care including physiotherapy and orthopaedic services</p> <p>The partnership with Forth Valley NHS, delivered an early intervention lower limbs programme which resulted in over 800 attendees and a reduction in orthopaedic referrals by 34% and an estimated saving of £80,000</p> <p>Tailored services were introduced to increase engagement in sport and physical activity in local communities has been implemented as a result of the feedback from the SALF public consultation survey</p> <p>The Active Communities, Sports Development and Active School programming was redesigned to improve health and wellbeing and tackle health inequalities across Clackmannanshire</p>	<p>Development of the new Wellbeing Hub and Lochies school continues through the design and builds stages, reaching RIBA Stage 2; project will create a place where the whole community feels welcome and safe</p> <p>As a result of public consultation, the project will include both community wellbeing and social spaces alongside a provision for sport and leisure, creating a destination where health and wellbeing opportunities will be offered to all</p> <p>There have been 3 significant upgrades to the paths network in Clackmannanshire; extending the walking and cycling network has made active travel more accessible for residents and increased the number of people using this method of travel; positive impact on health and wellbeing, the local economy and environmental targets</p> <p>Enhanced cycling skills: pupil’s skills and confidence to use cycling as a method of active travel in partnership with Active Schools, Cycling Scotland and Recyke-a-bike; 1073 pupils received Bikeability Level 1 and 2 training</p> <p>There has been an increase in access to active travel through the provision of 214 free bikes to primary 7 pupils from SIMD Q1 areas or in receipt of free school meals; result of a partnership between Active Schools, Forth Environment Link, funded by Scottish Government’s Free Bikes scheme</p>	<p>Council wide primary PE curriculum has delivered an increase in the attainment level of physical competencies of 5% for primary 4 children; primary PE team report an increase of 3.4 % in personal qualities</p> <p>26% increase in numbers of P5 pupils reporting they felt confident in going swimming after the completion of their curricular water safety and aquatic skills lessons [549 pupils took part]</p> <p>The creation of 22 school sport committees with 132 pupils resulted in 11 schools achieving a GOLD Award; overall participation in school sport increased by 4% across all schools due to bespoke programming by each school</p> <p>300 volunteer hours have been delivered across; extra curricular programmes, sports development classes, CPSSA events and holiday programmes through the 57 pupils who are part of the Active Schools Leadership Academy; 32 primary / 25 secondary pupils supported through meetings, training and one to one support to give them the skills and confidence to deliver in the programmes</p> <p>588 pupils have achieved the Leadership Skills Foundation Young Leader Award, increasing their; communication, organisational and team working skills</p> <p>54 pupils subsequently delivered extra curricular activities, with increased opportunities for the wider school population</p>	<p>Through alignment of the Sport and Leisure services to the Child Wellbeing Partnership, over 100 families from across 3 schools have accessed the extra curricular and school holiday childcare support facilitated by the Active Schools team; pupils also receive free meals as part of this project - resulting in improved health and wellbeing of attendees, respite provided for families, reduced cost of living pressures allowing families to extend working hours</p> <p>Introduction of sport within breakfast clubs has reported improved attendance at school among some pupils; project forms part of the council’s wider provision for vulnerable families to help tackle employment, health and financial inequalities in identified communities</p> <p>Staff have reporting increased awareness of mental health and wellbeing supports through the programme with SportsScotland and SAMH; ensures mental health and wellbeing is not a barrier to engaging, participating, and achieving in physical activity and sport</p>




Violence Against Women and Girls “Report on a Page” 2023/24

Ambition			
Women and Girls in Clackmannanshire are equally safe at home, at work and in the community			
Objectives			
Society embraces equality and mutual respect, and rejects all forms of violence against women and girls	Women and girls thrive as equal citizens – socially, culturally, economically and politically	Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women, children and young people	Men desist from all forms of violence against women and girls, and perpetrators of such violence receive a robust and effective response
Progress towards Outcomes			
<p>New training pathway for domestic abuse developed using a tiered approach to training needs, promoting awareness and signposting accordingly</p> <p>Plans in place to empower community with trauma informed skills reducing the need for survivors to engage with services at crisis point</p> <p>Primary and secondary schools delivering age-appropriate, evidence-based interventions to raise understanding and awareness of gender-based violence, positive, healthy relationships and consent, as part of a whole school approach to tackling VAWG; one third of high schools are signed up to Equally Safe at School</p> <p>Clackmannanshire Women’s Aid and Rape Crisis Forth Valley continue to deliver educational content, providing drop-in sessions and lunch clubs</p> <p>Education and pupils, further promoting awareness and access to appropriate services within the 16 Days of Activism</p> <p>Engagement with “White Ribbon” to assist with prevention training from the perspective of boys and men; status campaign to be launched later in the year</p> <p>Safe and Together Model embedded alongside other local partners to promote a unified and systemic approach to GBV</p> <p>HR team trained to promote a trauma informed approach when dealing with absence and mental wellbeing of colleagues going through a domestic abuse situation</p>	<p>Police Scotland report a significant increase in the Disclosure Scheme Domestic Abuse Scotland (DSDAS)</p> <p>A trauma informed approach with Police Scotland for women to make decisions on a perpetrator’s behaviour [even if not a victim]</p> <p>Reduction in domestic abuse incidents linked to women receiving support before crisis point being a contributing factor</p> <p>Our Safeguarding Through Rapid Intervention Team (STRIVE) offers a Non-Court mandated scheme for perpetrators as a preventative measure; woman and their family are also supported by Women’s Support worker; reduce domestic abuse before criminality/crisis point</p> <p>Designed a Justice Hub in collaboration with Police Scotland, Housing, SACRO, Women’s Aid and VAWG, CJP and ADP partnerships; led to 30 survivors being contacted and offered support at an earlier stage;</p> <p>Increase in the uptake of early support and intervention, including non-court mandated support provided by the Justice Hub</p>	<p>Streamlining and unifying our partnership approach, ensures access to non-statutory and statutory services leading to earlier intervention is easier and quicker; evidenced in the increase in uptake of support</p> <p>Clackmannanshire’s training remains co-facilitated to ensure a streamlined and unified response to GBV; effective partnership working with Education, Women’s Aid and Rape Crisis continues</p> <p>Sharing funding with partners for training, equipment and services minimises how many “touch points” a survivor has to endure whilst engaging with a service</p> <p>New Housing Policy to include input from Rape Crisis and Women’s Aid with an insight into <i>lived experience</i></p> <p>Ongoing consultation with RLP to devise delivery plan on the VAWG Strategy</p> <p>Sharing learning at a national level with other local VAWG partnership with support from the Improvement Service</p>	<p>Work continues to change the referral system for ‘non-court-mandated Caledonian’ by the Rapid Intervention (STRIVE) team; a multi-agency task force who use VPDs to generate referrals before the point of crisis or criminality – in line with our prevention model</p> <p>The non-court-mandated system supports the whole family while the perpetrator works through the programme</p> <p>There is also self-help [phone] line where men concerned about their behaviour can self-refer to non-court-mandated support</p>




Pentana Extract: Empowering Families and Communities

Empowering Families and Communities				
Covalent Code	Priority Action	Progress	Expected Outcome	Latest Note
PPL 23 12	Continue work with Regional Improvement Collaborative on implementation of UNCRC Incorporation (Scotland) Bill, further to the announcement from Scottish Parliament in June 2023 that changes will be brought forward to the Bill. Develop a timeline to refresh professional learning of staff and to engage with the Improvement Service (IS) which is actively supporting local authorities across Scotland to prepare for the incorporation of the UNCRC and take forward a children's rights approach to policy and practice.	100%		<p>The UNCRC Incorporation Act was given Royal Assent in January 2024 and provisions will come into force on July 16th 2024.</p> <p>Work continues to ensure that we are ready in Clackmannanshire for when the UNCRC Act becomes law. The Scottish Government has published guidance on 'Taking a Children's Human Rights Approach' and further, statutory guidance will be published soon. The Improvement Service is working with local authorities across Scotland to support them to be ready for UNCRC Incorporation and to embed children's rights approaches. National discussion meetings and local FV&WL RIC meetings are also continuing and highlighting common issues where work can be shared and resources developed.</p> <p>The Clacks UNCRC Working Group is meeting regularly and working on identified topics in the run up to implementation – Children's Rights and Wellbeing Impact Assessments, Child Friendly Complaints Handling Process (pending publication of guidance from the Scottish Public Services Ombudsman), Child Friendly Language, Youth Voice and engagement in policy and decision making, Employee Development and E-learning on awareness and embedding UNCRC, Parental Awareness and support, Reporting Requirements and monitoring and supporting Partners and Contractors to take account of Children's Rights.</p> <p>This work will continue up to and beyond July 2024 to ensure implementation of all aspects the UNCRC Act and ensure Children's Rights are understood, protected and embedded.</p>
PPL 23 13	Youth Charter Guidance Framework to be launched in August 2023 to support practitioners and leaders. Establishment of cross sector youth voice networks within each authority in the RIC.	100%		<p>We have developed a Youth Engagement Framework for Clacks and this is operational across the Authority. Our next steps are around developing values and workforce development strategies to fully implement the UNCRC across Children's Services. We have set up a short life working group involving services across the whole of the Council and a key partner and work streams have been identified. Those work streams are being developed and implemented and resources have been created to share with education and other service colleagues to fully implement Youth Voice relating to UNCRC responsibilities.</p>
PPL 23 18	Families and vulnerable people get the help and support they need as early as possible, from agencies working together. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	100%		<p>In April 2023 there were 198 children looked after away from their parents care, in April 2024 this had dropped to 185 children.</p> <p>Local Outcome as detailed in plans submitted: Increased provision for children at the edge of care and leaving care resulting in reduced external placements.</p> <p>In April 2023 Clackmannanshire had 66 children placed in external placements. in April 2024 it had reduced to 58.</p>



Pentana Extract: Empowering Families and Communities

PPL 23 19	Support practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with families to deliver Family Learning as outlined in School Improvement Plans. Ensure Parent/Carer Councils are supported to fulfil their legally prescribed and constituted role, offering individual support as identified and required.	100%		<p>In session 2023-24, in person support meetings have been held with parent / carer office bearers in 15 of 21 Parent Councils – many are new to the role and have welcomed advice and information on how to run a Parent Council. Staff in schools have also asked for advice from Engagement Officers on supporting their parents and parent groups. Parent Councils have again been helped to claim admin support money from Clackmannanshire Council. Over three quarters have successfully claimed by submitting their accounts for inspection.</p> <p>CLPL for Clackmannanshire ELC and Primary staff on Parental Involvement and Engagement will take place in September 2024 supported by Education Scotland. Officers have actively engaged with school and ELC practitioners to increase participation of parents and carers in Family Learning. Our third Family Practitioners Network session was organised around Partnership Working and highlighted offers of support from CLD and external agencies. This session, Abercromby Primary Parental Support Team won the Campaign for Learning Family Learning Innovation Award for their Paternal Play Programme – involving dads had been a previous focus of the FPN. Our next Family Practitioners Network (FPN) will be around the Family Wellbeing Partnership.</p>
PPL 23 21	Implement a fair and transparent policy for remunerating care experienced individuals involved in co-designing and co-producing aspects of service design in order that they receive fair remuneration for their time/input.	100%		<p>There continue to be a number of barriers to implementing a Remuneration Policy which are taking time to overcome. Advice has been sought from tax and Human Resources specialists in order to explore further issues around tax and worker status. It is hoped that once these issues are resolved, the Policy can proceed to Council for approval from Elected Members.</p>
PPL 23 23	Increase support available to care experienced young people. Development of Supported Lodgings Service for young people aged 16-25. Development of supported accommodation for young people leaving care in Clackmannanshire. Development of a multidisciplinary model of working to support care experienced young people with the aims of reducing isolation, creating community, and creating accessible pathways of support based on learning from Aberlour/Vardy work with young people and partners.	75%		<p>Work on this priority will continue in the 24/25 people business plan. This is a longer term piece of work which relies on the development of a variety of options available to young people who leave care.</p> <p>Progress to date includes strengthening coordinated approaches to planning for young people between housing and social work, refresh of pathways assessments and processes to ensure earlier planning for young people who are at risk of becoming homeless. Training in view point and outcomes star has taken place, in order to provide a framework for evaluating impact of supports on the lives of young people.</p> <p>The Social Work redesign has utilised resources differently within registered care services, this will provide sufficient capacity to begin establishing the Supported Lodgings Service which will complement the work being progressed with the Vardy foundation. Homelessness for young people residing out with Clackmannanshire council continues to be a risk where young people may not be able to access care experience priority in the areas in which they reside.</p>

Pentana Extract: Empowering Families and Communities

PPL 23 24	Review of approaches to planning for children in order to increase participation and improve outcomes. Implementation of a new team dedicated to leading planning for children with a focus on quality assurance, participation and language. Extending remit of Independent Reviewing Officers to include children living at home, and dedicated resource for pathway planning.	100%		Approaches to planning for children have been reviewed in order to increase participation and improve outcomes. A new Quality Assurance Team comprising of Independent Reviewing Officers was established in October 2023. The team have a dedicated role to quality assure and support improvement in planning for children and young people. The team have dedicated resource for pathways reviews, as well as now being in a position to undertake reviews of children looked after at home. Refresh of GIRFEC single report template, associated guidance and My Plan was launched in June 2024 with greater emphasis on the language of care, UNCRC and the views and rights of children, and giving greater consideration to the needs of sibling groups.
PPL 23 25	A whole system approach is developed for young people who are involved or on the cusp of involvement with youth or criminal justice services. Review and redesign of service is underway with ongoing support and with Children and Young People's Centre for Justice (CYCJ). Further workshops are being scheduled, including workshops consisting of operational staff and those with lived experience. The need for a shared language/approach across services has been identified to ensure a consistent approach to intervention, support and recording of outcomes. The Outcome Star tool has been identified and the first training event takes place in June 23 and consists of staff from Children Services, Justice Services, Community Justice and Housing.	100%		The review and redesign of Clackmannanshire Council's Youth Justice services in partnership with CYCJ is well underway and will ensure pathways through the justice process will be more young person centred, providing responsive and appropriate services to young people who come into conflict with the law. There have been 3 engagement /consultation sessions involving strategic managers and operational staff from across the partnership and the final consultation session is planned with children, young people and their families who have lived experience of coming into conflict with the law. A focus on the redesign is the importance of shared language and approach. Training on utilising the Outcome Star, an evidence based tool for measuring and supporting change when working with individuals, has been delivered.
PPL 23 32	Improved strategy for Additional Support for Learning across Clackmannanshire.	100%		An Additional Support for Learning (ASL) working group was established to develop an Additional Support for Learning Strategy for the period 2024-2027. The key themes of this strategy were taken from the Scottish Government ASL Action Plan and consulted on with Education Senior Managers, Heads of establishments, pupils, parents/carers and staff. The revised ASL Strategy and Implementation Plan for 2024-2027 was approved by Council in February 2024.



Pentana Extract: Empowering Families and Communities

PPL 23 33	Improved transitions for children and young people with Additional Support Needs.	100%		<p>A working group was established to develop education operational Additional Support for Learning (ASL) Operational Transition Guidance for staff, with a draft document produced and consulted on with various focus groups of staff. The document is to compliment the Transitions Policy currently being consulted on by Health and Social Care Partnership (HSCP), which they will take to Council in the coming months. Once we have full agreement and it is confirmed that other services will meet the timescales required by Education legislation, the Education Operational Guidance for ASL Transitions will be consulted on with a group of parent/carers. Following this any amendments will be made, then it will be shared with education establishments.. A clear process for educational establishments to follow should mean children/young people with ASN should be experiencing well planned, successful transitions. In the longer term, quality assurance of the transition process will be undertaken</p> <p>Pupil centred planning meetings have been facilitated for our most complex learners to ensure there are clear pathways and planning for post school destinations. The Operational Transitions Group, with representation from Education, Children's and Adult Social Work, continues to meet to monitor the transitions for children meeting their criteria. An additional layer of tracking has been introduced, an overview of young people with ASN leaving school and the proposed post school destinations.</p> <p>In an effort to ensure that young people and their families are aware of the possible opportunities available to them post school, an ASL post school transitions fayre was held. The event was well attended with 60 participants visits, provider stalls ranging from public sector, third sector, charities and private providers. The feedback from attendees was extremely positive: 79% stating it was excellent, 18% saying very good and 3% good. Many participants commented on how useful it was to find out more about what is available, that it would be good to have more events like this and that they felt reassured to know that there are options available to them.</p> <p>Next steps will be to continue to monitor progress with transitions and maximise opportunities to engage with partners to provide the best possible outcomes form our young people with ASN.</p>
PPL 23 35	Use resources and support provided by our Regional Improvement Collaborative to improve practice in relation to attendance in the following key areas:- • Ethos and Relationships • Policy and procedures • Targeted interventions Partnership working.	100%		<p>Schools continue to promote the benefits of good attendance through a variety of parental engagement activities and communications. The Attendance Leads group meet regularly to share good practice and attendance data is regularly monitored and analysed with schools having access to updated Attendance Dashboards on a regular basis. Two thirds of our primary schools have a higher average percentage attendance rate at the end of May 2024 than at the end of May 2023. 72% of our primary schools are meeting or exceeding our trajectory stretch aim of 92-93% as of the end of May 2024 (with 7 of them exceeding the stretch aim). All sectors have a higher average percentage attendance than this time last session.Schools are working together and sharing resources, and there is some cluster collaboration on attendance. Schools are analysing their attendance data to support planning for next session, and to identify priorities and plan staff training for August.The policy has been updated and is in draft form for further consultation and has a real focus on ethos and relationships. Targeted interventions and partnership working are in line with our well-established Staged Intervention process and continue to develop as needs arise. Schools work with a range of partners to support children and young people, and their families. There are several walking buses around the authority which are having a positive impact on attendance and punctuality. One school is working with the CLD worker from their local secondary school to provide a targeted walking bus with a specific route to support identified families. This is proving a success and has generated a positive buzz about attendance and being on time. The longer term idea is that this would possibly provide some young leadership opportunities for pupils from the academy as well. We will continue to focus on groups who are more vulnerable to low attendance such as pupils impacted by poverty (Quintile 1 and FSM), secondary school pupils, 92 pupils with ASN including Care Experienced Learners and Young Carers.</p>

Pentana Extract: Empowering Families and Communities

PPL 23 37	Ensure that stretch aims articulate both ambitious and achievable aims and take into account evidence-based self-evaluation.	100%	✓	<p>A “Next Steps” meeting to discuss this year’s Stretch Aim progress and planning was held on 5th March 2024 with Clackmannanshire Council and Education Scotland staff. Current data (unpublished) shows positive ACEL predictions for stretch aims. Attendance data (unpublished) for 2023/24 shows an overall small improvement. Positive destination data continues to align with previous high figures and above the national values.</p>
PPL 23 39	Develop an integrated transitions strategy and operational procedure to improve outcomes for disabled children and young people to support their timely transition to adulthood and accessing adult services/support.	100%	✓	<p>An integrated transition policy and procedure to improve outcomes for disabled children and young people to support their timely transition to adulthood and accessing adult services/support has now been approved by Council and implemented. Work is ongoing to continue service improvement in this area and awareness raising sessions with school staff and social work staff are ongoing. A successful Transitions Fayre was delivered before the Easter break and further such events are scheduled for the next academic year.</p>
PPL 23 40	Through R4L principles and practice, increase knowledge and skill of Clacks educators to include and meet the needs of all learners.	100%	✓	<p>The EPS continues to support the implementation of an R4L approach through ongoing consultation with establishments. In addition, focused time has been given to priority schools to support their implementation of the approach, some of which has taken place in collaboration with colleagues in Speech and Language Therapy and Occupational Therapy. Education staff are continuing to access the R4L e-modules, resulting in over 3000 hours of CLPL being delivered since April 2023, and the EPS are exploring new ways of working that will support greater capacity for offering face-to-face training focused on professional discussion and problem solving. Through the Wellbeing and Inclusion Empowerment Team, an event will take place during the November inset day to highlight the importance of nurturing positive relationships and staff wellbeing.</p>
PPL 23 43	Build capacity and expertise across all school to support learners with ASD to ensure our mainstream schools have a level of expertise.	100%	✓	<p>Work has continued with ASD Provisions to improve the learning environments for pupils. Both ASD provisions have been awarded Communication Environment Awards. A number of autistic pupils continue to be supported in mainstream schools with the support of flexible spaces, targeted interventions and outreach support within a number of schools. These flexible spaces provide opportunities for either 1-1 support or small group supports throughout the day. A network for teachers within these settings has been initiated to enable them to share practice, engage in professional dialogue and seek support with different aspects of the children’s needs. The ASD Outreach Team continues to provide advice, consultation and professional learning for education staff. As a result, the staff is developing competence and knowledge of supporting autistic children/young people: improving their educational outcomes through targeted supports in their Child’s Plans.</p> <p>A number of staff have participated in Social Communication Emotional Regulation Transactional Support (SCERTS) training provided through the National Autism Implementation Team (NAIT). As a result there is an emerging knowledge of how to address the core challenges faced by autistic children/young people.</p> <p>The next steps planned are to develop drop in sessions for staff with particular questions regarding Autism and how to support specific individual needs, as well as making use of the NAIT training materials that are currently being developed. We will identify key staff as trainers to deliver these.</p>


Pentana Extract: Empowering Families and Communities

PPL 23 44	For learners with ASN/EASN, improve the key stage transitions experience for learners and families.	100%		<p>A working group was established to develop education operational Additional Support for Learning (ASL) Operational Transition Guidance for staff, with a draft document produced and consulted on with various focus groups of staff. The document is to compliment the Transitions Policy currently being consulted on by Health and Social Care Partnership (HSCP), which they will take to Council in the coming months. Once we have full agreement and it is confirmed that other services will meet the timescales required by Education legislation, the Education Operational Guidance for ASL Transitions will be consulted on with a group of parent/carers. Following this any amendments will be made, then it will be shared with education establishments.. A clear process for educational establishments to follow should mean children/young people with ASN should be experiencing well planned, successful transitions. In the longer term, quality assurance of the transition process will be undertaken</p> <p>Pupil centred planning meetings have been facilitated for our most complex learners to ensure there are clear pathways and planning for post school destinations. The Operational Transitions Group, with representation from Education, Children's and Adult Social Work, continues to meet to monitor the transitions for children meeting their criteria. An additional layer of tracking has been introduced, an overview of young people with ASN leaving school and the proposed post school destinations.</p> <p>In an effort to ensure that young people and their families are aware of the possible opportunities available to them post school, an ASL post school transitions fayre was held. The event was well attended with 60 participants visits, 5 provider stalls ranging from public sector, third sector, charities and private providers. The feedback from attendees was extremely positive: 79% stating it was excellent, 18% saying very good and 3% good. Many participants commented on how useful it was to find out more about what is available, that it would be good to have more events like this and that they felt reassured to know that there are options available to them.</p> <p>Next steps will be to continue to monitor progress with transitions and maximise opportunities to engage with partners to provide the best possible outcomes form our young people with ASN.</p>
PPL 23 57	Implement Phase 2 of the Icelandic Prevention Model to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response particularly in relation to substance use, self-harm and suicidal intent.	100%		<p>Planet Youth (formerly known as the Icelandic Primary Prevention Model) is an evidence-based approach to creating better outcomes for children and young people. In Scotland, six local authorities participate in PY work.</p> <p>In October 2023, all S3 and S4 young people at Alloa Academy, Lornhill Academy and Alva Academy were supported to complete the online surveys by the PY leads in each school. The data was analysed by the Icelandic team then shared with local authority PY leads (November 2023). Each local authority lead created a dissemination plan (including key stakeholders such as Police, Third Sector and NHS). The Clackmannanshire PY Coalition Group was expanded this year and, to date, two meetings have been held: one online; the other in person. Several of the coalition members (and other Clackmannanshire staff including the Strategic Director - People) attended a Planet Youth Learning Event (January 2024) in Glasgow.</p> <p>Funded by Winning Scotland (which leads PY), two Planet Youth Officers have been recruited for Clackmannanshire: one started in May 2024; the other will start in July. These new posts (funded till March 2025) will focus on upstream, preventative work in the community and in schools (mostly primary).</p>

Pentana Extract: Empowering Families and Communities

PPL 23 58	There is collaborative investment in Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse. In consultation with partners we are looking to develop and introduce a 2 year full time Domestic Abuse Coordinator post. This is in line with COSLA recommendations relating to Equally Safe.	100%		<p>In order to address Domestic Abuse in Clackmannanshire the Justice Services team continued to work in partnership with the Scottish Government, key partners and elected members to provide supervision, support, guidance and resources to address this significant area of concern. Whilst continuing to deliver both the Moving Forward and Making Changes and Caledonian statutory Programmes in partnership with Stirling Justice Services and SACRO, Justice Services introduced a further 2 initiatives to add to that of the Non Court Mandated Caledonian Programme which is in its third year of development and delivery. These new initiatives, co-funded by Police Scotland, Clackmannanshire Housing Services and the Community Justice Partnership, provide a Women's Worker and Perpetrator support to the STRIVE Team (Safeguarding Through Rapid Intervention). This early, non court mandated intervention is aimed at providing targeted support to prevent escalation and further harm whilst also providing appropriate safety planning. A new Men's Self Referral helpline was also launched with information posted through Clackmannanshire's social media and partner organisations.</p> <p>These new initiatives align with Clackmannanshire's Violence Against Women and Girls Strategy, Equally Safe and Community Justice Scotland in terms of earlier intervention. They draw upon the expertise, resources and funding from all partners to provide a whole system's approach to address Domestic Abuse. Positively all three initiatives are being utilised with support being provided timeously to those who may previously been unable to access assessed specific support. These additional services are accessible and utilised by those subject to CPOs.</p>
PPL 23 59	Working with Clackmannanshire Violence Against Women, support practitioners to embed the principles and practice within the Scottish Government's 'Equally Safe at School' strategy to prevent and eradicate violence against women and girls. Increase offer of support measures.	100%	✓	<p>Representatives from the VAWG continue to meet regularly to review the outcomes and actions outlined in the Strategic Delivery Plan 2023-26.</p> <p>A VAWG Coordinator was appointed in February to take forward the next stage of implementation and delivery of the plan. As part of the partnership to engage with primary and secondary schools, plans are underway for the local authority hosting the 16 Days of Activism event in November 2024 that will embrace youth voice as a key element of the campaign against gender-based violence.</p> <p>Alva Academy continues to pilot the Equally Safe at School programme in line with National Guidance. In addition, across secondary schools Harmful Sexual Behaviour inputs have been included in all year group PSE programmes. External input from Women's Aid and Rape Crisis continue to work in partnership with young people individually or in groups. In primary schools the Support Coordinator role oversees Harmful Sexual Behaviour guidance and offers support on a needs basis.</p>





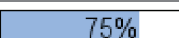



Pentana Extract: Health and Wellbeing

Health and Wellbeing				
Covalent Code	Priority Action	Progress	Expected Outcome	Latest Note
PPL 23 07	Increase understanding of wellbeing and capabilities approach across Council and partners.	100%		<p>Values Based Leadership Columba 1400 continues to be a main FWP delivery partner working with young people, staff, Third Sector and the wider community. Notable VBL activities over the past six months include a parliamentary event - "Celebrating Clacks and Columba 1400" - attended by Clackmannanshire Council staff, young people, parents and Third Sector partners. Young people in Clackmannanshire secondary schools have continued to take part in Coumba 1400 leadership projects as well as in the Train the Trainer programme to further develop skills and to ensure sustainability. A pilot project at Redwell PS involved a two-day introduction to Columba 1400 for all staff (Feb. Staff Development Days) and a week of VBL for the two P6 classes – supported by Train the Trainer young people. There have also been re-connect days for staff and Third Sector partners and community connector sessions for parents/carers and the wider community. In addition, the third of a three-day programme for Clackmannanshire Legacy Facilitators (Clackmannanshire Council staff) has taken place and there are already examples of staff using these new skills to further support colleagues and to enhance meetings. All these activities are further steps towards fully embedding VBL across the local authority and wider community.</p> <p>What Matters to You (WM2U) What Matters to You is a voice-led, community-based systems change approach working alongside families in Clackmannanshire, Dundee and East Ayrshire. The ambition of WM2U is shifting public resources to offer support earlier, thereby enabling people to flourish within their communities. Following a cafe conversation event at The Bowmar in 2023 and a further planning meeting (January 2024) several smaller meetings have taken place over the past few months to work on proposals for specific projects. To date, two ideas have now progressed: *Ben Cleuch Poly Tunnel - New Scots' Gardening Project *Families Together - Abercromby PS Parents' Family Cooking</p> <p>Funding was awarded to these two groups because the community voice was at the core of each proposal - essential for WM2U projects. A news article for the Ben Cleuch Project has been added to the WM2U website: https://wm2u.co.uk/news/growing-matters-clackmannanshire</p> <p>We are now exploring other opportunities for parent/community led groups to seek funding.</p> <p>Capabilities Approach Module Since the creation of the "module" in 2023, we have moved towards embedding wellbeing and capabilities language in all Family Wellbeing Partnership documentation.</p>



Pentana Extract: Health and Wellbeing

PPL 23 08	Identify barriers and share learning of our transformation journey; learning from others who are transforming systems.	100%	✓	School Key Worker supported 31 young people, moving 7 into Further/Higher Education, 6 into structured training programmes, 4 into employment and 4 into volunteering. 15 volunteer conversion into paid placements in ELC settings, as a progression pathway in the ELCs. 3 Sector Skills Academies created: Construction, Customer Facing, Steps to Employability for young people with additional support needs. 64 Young people were supported on NOLB funded programmes with 31 young people securing a positive destination of employment, FE/HE or volunteering, 15 moved into personal support and development opportunities including additional training or work placements and 18 being referred back to SDS for further support. 109 new parents supported: moving 37 into employment, 12 into further/higher education and 12 into volunteering.
PPL 23 09	Redesign structures around relationships and needs.	100%	✓	Structures have been redesigned to increase partnership working and early access to support. This has been developed through the alignment of the FWP Collaboration group which includes representatives from all key agencies. Examples of positive impacts include access to parenting support input at Park Primary school provided through the early help Team alongside the development of a walking bus supported through CLD to increase attendance at school. In addition support for families over the summer holidays has been provided via the FWP and Family Support Collaborative. Families are accessing non statutory support through Early help, with the team responding to 60 to 70% of all referrals to children's social work. In addition the redesign and closer working of services has resulted in increased availability of parent groups and support for young people in conflict with the law.
PPL 23 10	Mobilise and support Community of change makers.	100%	✓	The Child Wellbeing Partnership continues to offer place-based school-age childcare and activity services before and after school, across Alloa South and East with funding from the Scottish Government Early Adopter Communities. The partnership includes Community House Alloa, Hawkhill Community Association, Play Alloa, Kidz-World and Connect Alloa. To date the partnership has supported 239 children from 165 families. Parents and children accessing these services have reported an improvement in their wellbeing and increased access to employment and training opportunities. The CWP team are currently awaiting an offer of grant that will enable them to extend their work beyond Alloa South and East to include Tillicoultry, Tullibody and Clackmannan. It is anticipated this will also extend to all-age childcare and include an offer for pre-schoolers from 9months of age.
PPL 23 11	Align money flow, funding and reporting.	100%	✓	Number of families supported through combined Family Wellbeing Partnership (Child Wellbeing Partnership, Community Around the School approaches, Income Maximisation sessions and Lens projects) has increased by more than 5%. Community Around the School (CATS) has been extended with Alloa Academy with classes now running every evening, following a successful Lens Intrapreneurship bid. The approach has now been established in the other two secondary schools and an agreement reached about creating an audit for each, a recording format and consistency in gathering qualitative and quantitative data. Additionally, there have been discussions about how this work can be further supported by the new CLD school based staff across the localities. Transformation momentum continue. Scottish Government Child Wellbeing Partnership 2024/26 funding will ensure the continued expansion and extension of school aged childcare beyond Alloa South and East to targeted areas and expansion to pre-5 childcare. A session progressing thinking on the Transformation Vehicle (June 24) was designed and facilitated by the International Futures Forum and attended by many key stakeholders.




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PPL 23 15	Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.			Due to reduced staffing within the Educational Psychology team, the support offered by the Intensive Therapeutic Service to the refugee community within Clackmannanshire has been reduced from January 2024. Consultation has continued to be provided to the Education Refugee Team, and fortnightly sessions of EMDR (Eye Movement Desensitisation and Reprocessing) Therapy have been offered to a small number of children and families presenting with characteristics of Post-Traumatic Stress Disorder (PTSD) which are significantly impacting on their daily functioning in school and/or at home.
PPL 23 16	To support local service delivery and tackle needs early, embed STRIVE model as a common early intervention approach that delivers improved outcomes for children, young people, families and adults. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.			STRIVE is now embedded within the new early help provision in childcare and the Early help team is working with colleagues across the FWP to develop a preventative multiagency approach to work with families. This is evidenced in the ongoing development of the "one stop shop" provision, now rolling out across Clackmannanshire. In addition the range of family support provision has increased significantly over the past year through the use of the WFWF award. Early intervention support has been developed further through the use of a lived experience led grant and intensive support has been bolstered through commissioning of Aberlour Sustain, Functional Family Therapy (Action for Children) and support for young people leaving care - Barnardo's. This has been enhanced by the development of a family support collaborative - developing family support provision alongside families with lived experience.
PPL 23 17	Alongside the development of the Early Intervention Service within the People Directorate, the Commissioning Strategy will support the provision of flexible and holistic family support services which enable families to build resilience and capacity. The range of family support provision within communities is enhanced and includes the re-design of and investment in early help and intensive family support services.			Through the deployment of the Whole Family Wellbeing Fund, we have employed a participation development worker and commissioned increase intensive support provision. The Council, third sector providers, CTSI and Family Voices Group have developed a more innovative and progressive way of delivering services to families across Clackmannanshire. A Family Support Collaborative has been established which is proposed will be operationally-led by three organisations, Barnardo's, Action for Children and Homestart, supported with funding and financial management by Clackmannanshire TSI. to co-produce a new hub based delivery method to support families, alongside the work of the Early Help team and Family Wellbeing Partnership.
PPL 23 26	Re-fresh and re-launch the Readiness for Learning (R4L) approach to ensure establishments are maximising their ability to provide trauma-informed environments and approaches to closing the poverty-related attainment gap.			The EPS continues to support the implementation of an R4L approach through ongoing consultation with establishments. In addition, focused time has been given to priority schools to support their implementation of the approach, some of which has taken place in collaboration with colleagues in Speech and Language Therapy and Occupational Therapy. Education staff are continuing to access the R4L e-modules, resulting in over 3000 hours of CLPL being delivered since April 2023, and the EPS are exploring new ways of working that will support greater capacity for offering face-to-face training focused on professional discussion and problem solving. Through the Wellbeing and Inclusion Empowerment Team, an event will take place during the November inset day to highlight the importance of nurturing positive relationships and staff wellbeing.

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PPL 23 29	Implementation of the Virtual School Improvement Plan in line with Phases 1 & 2 of 'Change Programme One' within The Promise. Supporting establishments to identify, monitor and track the attainment and achievement of Care Experienced Young People (CEYP) and those furthest from engagement, From August 2023, monthly People Directorate meetings focussed on Improvement Analyst's Tracking Spreadsheet of CEYP. Ensure all agencies around young people are both accountable and working effectively together. Strengthen links between MCR Pathways Coordinators and monitor the impact of mentoring.	100%		<p>Launched August 2023, all Secondary Establishments are now tracked within our new Clackmannanshire Care Experienced Children and Young People Dashboard. All Secondary Establishments track young people by SCN, LAC Status (Official) and Age/DOB. Since August, attendance is updated weekly and a monthly detailed graphic shared with schools, showing baseline data and measured against a 5-week rolling average. Attendance data trends highlighted and shared with key staff in each establishment, Chief Education Officer, Senior Managers and Attendance RIC colleague and Data Analyst.</p> <p>Quality Assurance taking place termly around LAC and CE status and this is informing support for young people (targeted intervention around attendance) The attendance information and any concerns are shared via multi-agency professional discussion</p> <p>All Care Experienced young people in schools have been offered a mentor. This will continue to expand into 2024-2025 as MCR have committed to increasing their service offer to include young people who are not fully engaged in traditional school or are Emotionally Based School Avoidance (EBSA). All Care Experienced Young People have been offered engagement with Columba 1400 as part of universal offers from Alloa Academy, Alva Academy and Lornshill Academy.</p>
PPL 23 47	Develop and implement a systematic approach to gathering developmental milestone data for 2 yr olds. Make effective use of developmental milestone data to ensure experiences provided in ELCs meet children's needs. Provide professional learning to support observational assessment of developmental milestones.	100%		<p>The overall aim of our project is to ensure all children are reaching their developmental milestones by the time they start school and beyond. This year we have developed a process and procedure for the collection of data concerning Clackmannanshire's children who are two years old and receiving their 1140 hours of eligible funding within Local Authority Early Learning and Childcare (ELC) establishments.</p> <p>To date, June 2024, we have established a consistent approach across our local authority settings with provision for two-year-old children. The approach is focussed on children's development under the following areas:</p> <ul style="list-style-type: none"> - Social/Emotional Literacy; - Gross Motor; - Fine Motor; - Personal and Social; - Communication - Problem Solving <p>Establishments now track children's progress and plan appropriate next steps. As a result, children are making progress and are identified much earlier if they require extra support and/or focussed work. Senior educators have had the opportunity to attend local authority early years leads meetings and also met with leads from the steering group. This has resulted in an increased understanding of current developments and of an appropriate curriculum for two year olds.</p> <p>In year 2 next steps will include:</p> <ul style="list-style-type: none"> • A more efficient data gathering tool • Continued tracking of our cohort 1 children • Roll out to our partner providers • Continued engagement with Health visiting Team • Involvement of families


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PPL 23 48	Through the 5 year refresh process & as part of a re-alignment of priority areas, revise Implementation Plan within Sport and Active Living Framework.	100%		<p>The SALF refresh was presented and accepted at Council in March and subsequently presented to the Alliance in May 2024 where it was also accepted. The document included a success stories appendix which highlighted the impact SALF has had to date on the children, young people and communities of Clackmannanshire.</p> <p>The next steps are to create implementation plans to ensure the plan is delivered through its partnership approach.</p>									
PPL 23 49	Creation of a 4 year action plan with key priority areas.	100%		<p>School Sport Committees</p> <ul style="list-style-type: none"> • all 22 school have committees & completed the sportscotland School Sport Award self assessment process • all 22 school have created improvement plans to support their plans for school sport • As of May 24 7 Primary Schools have achieved GOLD status with 3 others submitted for Gold and awaiting the outcome (by end of June) <p>Leadership Training</p> <ul style="list-style-type: none"> • 16 primary schools have completed the Leadership Skills Foundation - Young Leader Award, led by the Active Schools team • The final two are in progress which equates to 100% of schools having delivered this award to a mix of P6/7 pupils • This year we have 548 newly qualified Young Leaders <p>Sportscotland Partnership Agreement</p> <ul style="list-style-type: none"> • All ASCs take part in an integrated planning approach with staff and pupils in each school. All schools have bespoke extra curricular programme in place. • As at April '24 Participation: Primary 51%, secondary 20%. Term 3 data still to be gathered, final reporting in July '24. • Active Schools coordinating and gathering data on programmes as part of the Child Wellbeing Partnership in Park PS, Sunnyside PS and St Mungo's PS. Additional funding has been allocated to the project to allow the roll out of the initiative across Clackmannanshire • We have maintained 3 hubs across Clackmannanshire (Sauchie, Tullibody, Dollar). Across these hubs we have grown from 16 active partner groups and organisations to 22 active partner groups and organisations showing a Year on Year growth of 38%. These partners have included the new Hillfoots Community Cycling Club with in the Dollar hub and a large incase in the Tullibody Hub with new clubs in Tullibody St Serfs FC and Stirlingshire Table Tennis Club as well as a new partnership between the Council, The Tullibody Development Trust and the NHS. 									
PPL 23 50	Maintain 2 hours (per pupil per week) of high quality curricular PE for all children in all primary establishments.	100%		<p>A: All pupils receive the same council wide curriculum at each stage and level. All schools received 2 hours Physical Education throughout the year. Cover was put in to support schools with two long term absences ensuring pupils receive their two hours each week.</p> <p>B: Confidence: Confidence within P5 swimming has been improved as reported by pupils. First Block data shows 67% felt confident about going swimming before the block and 93% they felt confident when going swimming after the block.</p> <p>C: Increase of 1% on the 21/22 baseline data in attainment in P4 primary learners in Physical Competencies and Personal qualities. Tillicoultry PS is not included within the 23/24 data due to long term staff absence.</p> <table border="1" data-bbox="1093 1300 2168 1460"> <thead> <tr> <th></th> <th>2021/22</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>Physical Competencies</td> <td>78.7%</td> <td>83.7%</td> </tr> <tr> <td>Personal Qualities</td> <td>71.5%</td> <td>74.9%</td> </tr> </tbody> </table> <p>Rise of 3.4% - through increased moderation, understanding and meeting children's needs; R4L training, ASD CLPL's, joint discussion with class teachers, peers and learners.</p>		2021/22	2023/24	Physical Competencies	78.7%	83.7%	Personal Qualities	71.5%	74.9%
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Pentana Extract: Health and Wellbeing

PPL 23 51	Deliver the Primary 5 School Swimming Programme for all schools.	100%	✓	<p>All 19 Primary Schools including Lochies School have been receiving a 5 week block of Aquatics Skills and Water Confidence during April to June 2024. The sessions were split into 2 blocks of lessons with the first block being from April to May and the second May to June. The sessions are taking place at The Peak, Stirling or Dollar Academy pool. Our new Swimming Development Officer has been working with the Primary PE teachers and the PT of PE to design, support and enhance the new curricular programme designed in partnership with Scottish Swimming.</p> <p>There are 527 pupils participating, led on both poolside and in the water by our 18 Primary PE teachers and 5 swimming teachers. They have been supported throughout the programme by 30 PE students from Stirling University and various staff from the primary schools themselves. This year's programme has been enhanced due to the new assessment criteria designed and implemented in partnership with Scottish Swimming which assesses the children's progress over the five weeks against a variety of set criteria as below, all designed around developing water safety and aquatics skills:</p> <ul style="list-style-type: none"> • Ability to follow rules safely in and out of the water • Ability to float & submerge face in water • Ability to swim 10m or more & retrieve items from underwater • Ability to practice front / back crawl for more than 15m • Ability to jump unaided into the pool • Tread water for a minimum of 20 seconds <p>The final report for this year's programme will be completed at the end of the block in June and will be used to enable and enhance the design of the 24/25 academic year swimming programme.</p>
PPL 23 52	Identify and extend the range of therapeutic supports offered across the People Directorate to ensure an integrated pathway of therapeutic support to further increase the impact of individual interventions.	100%	✓	<p>Staff across the People Directorate continue to contribute to the ongoing work with the Vardy Foundation to explore how to improve our capacity to support children within Clackmannanshire. Three key strands include the development of new-build accommodation (a small-group children's house and supported living accommodation), a new multi-disciplinary therapeutic team and a significant programme of staff training and development in the 'Readiness for Caring' approach - this will allow us to develop a new Centre of Excellence within Clackmannanshire. Four workstreams have been identified with key strategic leads attached. An Assistant Educational Psychologist has been appointed to facilitate a Communications and Engagement strategy in order to ensure a coherent, consistent and proportionate approach to both co-production and communication of project deliverables.</p>

Pentana Extract: Health and Wellbeing

PPL 23 53	Increase uptake of Text Clacks, an evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, and 365 days.	100%		<p>Suicide continues to regularly be the most common reason for individuals accessing Text Clacks, our text-based crisis service, highlighting the need for a service which can deal with this level of risk. However, no texters have yet required an active rescue by the emergency services, indicating that the risk assessment and de-escalation processes embedded within the service may be evidencing a reduction in harm. Usage of the service continues to increase, albeit at a slower rate than anticipated. 2023 figures showed a 22% increase in the number of conversations happening on the platform, a 65% increase in the number of individuals using the platform, and 91% of users accessing the platform more than once. The most up-to-date suicide figures for Clackmannanshire (2022) remained static from the year before with 7 deaths by probable suicide. However, we continue to see a trend within the data for Clackmannanshire of a higher average age of probable suicide compared to the rest of Forth Valley, with an average age of 45.6 (range 34-77) in Clackmannanshire (Falkirk – 41.8, range 22-64; Stirling – 48, range 26-69).</p> <p>Work is ongoing between Stirling and Clackmannanshire to revise the suicide and self-harm guidelines for schools. The documentation has been split into separate guidance for suicide and self-harm as part of stigma reduction in relation to self-harm. It is hoped that the new documentation will be launched in the early stages of next academic session, and work is underway to explore what training and ongoing consultation support educators will require to operationalise the guidance.</p>
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Pentana Extract: Health and Wellbeing

<p>PPL 23 54</p>	<p>Extend the continuum of support available within the Mental Health and Wellbeing in Clacks Transformation Project in order that children and young people can access the right support at the right time in the right place.</p>	<p>100%</p>		<p>The continuum of support available for children and young people was extended in 2023/24 to include two new services under the Creative Therapeutic Interventions for Children Service (CTIfCS) - Animal Assisted Therapy and Play Therapy. Teacher reports indicate that 83% of pupils referred to the CTIfCS show improvements in their mental health. Music therapy is showing significant improvements in the Cognitive Regulation Index (CRI) on the BRIEF2 (a measure of executive function) ($p=0.013$). Therapeutic Art Groups are showing significant improvements in Total Difficulties Scores on the Strengths and Difficulties Questionnaire for parents and teachers ($p<0.05$ for each). Both Animal-Assisted and Play Therapy are showing statistically significant improvements in Total Difficulties for parents and teachers ($p<0.05$ for each), although it should be noted that these are very small sample sizes currently.</p> <p>Kooth has been extended to cover the age range of 10-26. Mind Moose has been re-commissioned to support 5-12 year olds. Support for families has also been developed further, through the In Mind project (in partnership with Barnardo's) which offers small group support to parents/carers who are struggling to support their children/young people with their mental health. Alongside the Family Wellbeing Partnership, a new digital mental health service for parents/carers of all children and young people under the age of 18 (Qwell) launched on 19th February 2024. To date, 122 parents/carers have registered, which is 2% of the target population (digital services aim for around a 5% usage rate in the first year). 100% of users would recommend the service to others, and 62% of usage has taken place out of hours, continuing to highlight the need for services that are available 24/7. Referrals to our Counselling in Schools Service are currently paused due to both capacity within the current service and the need to identify a new provider. To compensate, additional hours have been purchased from Kooth (for 10-18 year olds) to ensure children and young people still have an avenue to reach out for counselling support at a time that is right for them.</p> <p>Usage of 'Text Clacks', our crisis intervention service, continues to increase. 2023 figures showed a 22% increase in the number of conversations happening on the platform, a 65% increase in the number of individuals using the platform, and 91% of users accessing the platform more than once. There have been no 'Active Rescues' (when risk is judged to be immediate and significant, requiring the involvement of emergency services), despite the majority of conversations being in relation to suicide and/or self-harm. This indicates the effectiveness of the service in de-escalating risk 'in the moment' and highlights the important role the service plays in ongoing suicide prevention. The most up-to-date suicide figures for Clackmannanshire (2022) remained static from the year before with 7 deaths by probable suicide. However, we continue to see a trend within the data for Clackmannanshire of a higher average age of probable suicide compared to the rest of Forth Valley, with an average age of 45.6 (range 34-77) in Clackmannanshire (Falkirk – 41.8, range 22-64; Stirling – 48, range 26-69).</p>
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Pentana Extract: Health and Wellbeing



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<p>PPL 23 54</p>	<p>Extend the continuum of support available within the Mental Health and Wellbeing in Clacks Transformation Project in order that children and young people can access the right support at the right time in the right place.</p>	<p>100%</p>	<p></p>	<p>The GIRFEC Forum continues to meet weekly with education, social work and 3rd sector partners. A recent breakthrough in relation to data sharing protocols with the NHS means that we now have School Nurse representation within the Forum, and it is hoped that a representative from the Early Intervention Team in CAMHS may also be able to join. There have been 167 referrals to the Forum between Aug 23 and May 24 with 18 of these allocated to CTIfC which is broadly the same as the previous 2 sessions. The Forum continues to review and reflect on the themes emerging with an ongoing trend in referrals looking for support with anxiety, emotional health and wellbeing and Autism Spectrum Conditions (ASCs). A Network Health Scorecard analysis shows that members of the Forum remain positive about the purpose, performance and operations of the group but some continue to have concern for the lack of material resources needed to advance the goals of the Forum. Impact data in the form of goal attainment scaling is more routinely collected and highlights the complexity of situations and the challenges faced to effect change.</p> <p>The Forth Valley-wide guidelines to support educational establishments to make referrals to CAMHS for Neurodevelopmental Difficulties (NDD) were launched at the start of the session in August 2023 and are now operational. In addition, multi-agency training across Forth Valley took place across April and May in SCERTS (Social Communication, Emotional Regulation and Transactional Support), which was attended by a number of Clackmannanshire educators, particularly those working within establishments that have Flexible Learning Spaces.</p> <p>Work is ongoing between Stirling and Clackmannanshire to revise the suicide and self-harm guidelines for schools. The documentation has been split into separate guidance for suicide and self-harm as part of stigma reduction in relation to self-harm. It is hoped that the new documentation will be launched in the early stages of next academic session, and work is underway to explore what training and ongoing consultation support educators will require to operationalise the guidance.</p>
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Pentana Extract: Health and Wellbeing

PPL 23 56	<p>Improve the responses and identification of children in need of protection alongside the intervention strategies that will support recovery and safety. Implementation of the Scottish Child Interview Model (SCIM), a trauma informed, evidenced and rights based approach to interviewing children/young people involved with the Child Protection process.</p>	<div style="background-color: #4F81BD; color: white; padding: 2px; text-align: center;">100%</div>		<p>Context- Where Child Protection processes are required, a trauma informed and rights based approach with children/young people is implemented</p> <p>Activity- Newly Qualified Social Workers have undertaken Clackmannanshire Child Protection training to ensure they are adequately trained and receive support inline with the Supported Year for NQSWR's. Social work workforce to complete trauma informed training and UNCRC training. The number of children/young people subject to Child Protection registration has steadily decreased.</p> <p>Impact- Qualified social workers are trained at recognising and responding to Child Protection concerns, responding in a trauma informed approach that is UNCRC compliant. Only the most vulnerable children/young people subject to CP registration.</p> <p>Next Steps - Continue to embed the refreshed Child Protection National Guidance in practice/trauma informed practice/UNCRC approach. Ensure the social work workforce are competent/confident practitioners.</p>
PPL 23 60	<p>Deliver a new Lochies School and Wellbeing Hub that provides a range of inclusive and accessible health, well-being and learning services that are connected, holistic and well signposted both internally and with other services in Clackmannanshire, creating a destination that the community takes pride in. Progress the project through the RIBA pre construction stages, completing RIBA Stage 2 - Concept Design, and RIBA Stage 3 Spatial Coordination, and begin RIBA Stage 4 Technical Design. Ensure effective communication with all stakeholders throughout the RIBA process.</p>	<div style="background-color: #4F81BD; color: white; padding: 2px; text-align: center;">50%</div>		<p>Programme Update</p> <p>1.1. The Project has now reached the next key gateway in the design development process. The Council's development partner (Hub East Central) are finalising their RIBA Stage 2 (Hub Stage 1) submission for council review and approval. This will establish the functional baseline to allow the project to progress to the next stage of design. The information included in this submission will also allow the Project Team to prepare the Outline Business Case for review and approval.</p> <p>Planning Pre-Application Consultation Programme</p> <p>1.2. The formal pre-application has been submitted to and acknowledged by the Planning Authority. Four formal Pre-Application Consultation (PAC) events have been undertaken through March and April and the feedback from both the in-person events and the on-line (virtual) town hall was reviewed and collated into the PAC report for inclusion with the detailed (Full) Planning Application. In addition, the feedback was considered and responded to within the proposals where appropriate.</p> <p>1.3. In parallel with the statutory PAC events, other wider consultation has been undertaken to get feedback and input into the proposals. A meeting was held with the Joint Community Council Forum (JCCF) in April, to give community councils the opportunity to find out more about the proposal and to hear the views of other community councils to inform initial comments and eventual response to the application.</p> <p>1.4. Workshops have also been held with Lochies School staff to receive their feedback on the design proposals and ensure these were incorporated into the design where appropriate. A design workshop was also held for the Lochies Parent & Carers Council. The Head Teacher from Lochies School, as well as members of the Project Team, visited Beattie School in West Lothian in March. Beattie School is a new school for children with additional support needs which opened in August 2023 and received funding from the Scottish Governments Learning Estate Investment Programme (LEIP). The learning from the visit also helped inform the designs for the new Lochies School.</p>



Pentana Extract: People Workforce

Covalent Code	Priority Action	Progress	Expected Outcome	Latest Note
PPL 23 14	Continue to embed the work of Empowerment Group, building on the good practice from session 22/23. Embed support for an empowered system, working collectively and in partnership across all establishments and with relevant stakeholders.	100%		<p>Professional learning was arranged for all senior leaders. This was led by Education Scotland and focussed on Self Evaluation for Continuous Improvement (SECI) and resulted in:</p> <ul style="list-style-type: none"> • Four opportunities for training • 100% uptake from heads • Collaborative writing opportunity <p>The training has supported leaders to write reports and plans more effectively. An enhanced timeline has been developed to ensure all partners and schools can make best use of data to inform targeted approaches in ELCs and schools. This will be trialled in academic year 2024/25. In consultation with schools and ELCs a learning poster has been created. This provides an overview of the ways children learn best and is based on principles of effective learning and teaching. This will be displayed in all playrooms and classrooms from Aug 2024.</p> <p>Clackmannanshire primary schools have participated in the National Improving Writing Programme. This is in partnership with the Children and Young People's Improvement Collaborative. Leads from the pedagogy group trained all P4 class teachers. This has resulted in an increase in P4 writing attainment and increased teacher confidence.</p> <p>Guidance has been provided to support senior leaders to design a curriculum that meets the needs of all learners. A key part of this was the importance of consulting with learners and their families about what is important to them. In October 23, the group organised a curriculum conference with 270 attendees from Clackmannanshire, Falkirk, Stirling and West Lothian. The theme was 'Being Brave' and workshops supported a wide range of opportunities to learn about good practice and provide space to consider future actions. The group are piloting an approach called 'Genius Hour' for P7 and S1 where pupils are given time to pursue their own learning interests in addition to the set curriculum.</p> <p>Schools/ELCs have been signposted to relevant training materials to support with trauma informed practice. An event to highlight the importance of meeting well-being needs for staff is planned for November 2024. This is linked to recovery from Covid where areas of deprivation saw increased negative effects on wellbeing for adults and children.</p>
PPL 23 27	Increased partnership working between primary schools and Librarians through the implementation of Education and Libraries partnership plan 23/24.	100%		<p>Our libraries have approximately 400 dyslexia friendly items. This is highlighted to all Headteachers. The service reports a 25% increase in the 'checking out' of these materials. In addition all eBooks can be made into Dyslexia friendly titles. As this is a device specific action we are unable to provide statistics in relation to this.</p> <p>During Book Week Scotland funding was secured for 3 author events 1 was allocated to adults the other 2 to schools. Alan Windram attended Park Primary and performed to the entire school. (331) Stuart Reid attended Redwell and Performed to the whole school. He also volunteered to take a writing class with the P7's (386)</p> <p>Every child a library member (ECALM) sign ups per year 2018-19 153 2023-24 214</p> <p>Schools and ELCs have worked towards gaining Scottish Book Trust accreditation resulting in 11 Reading awards being presented across all schools/ELCs to date.</p>







Pentana Extract: People Workforce

PPL 23 30	Develop opportunities with the support of the Regional Improvement Collaborative and Education Scotland to share effective practice around 'How Good is Our School? 4' Quality Indicator 2.3 Learning, Teaching and Assessment, with the aim of raising attainment and closing the poverty related attainment gap.	100%		Over the academic year 2023/24 A team of education officers and senior leaders have quality assured 5 schools/ELCs. Evidence from this activity demonstrates an increased confidence and accuracy in schools/ELCs self-evaluation and identification of key areas for improvement in learning and teaching. In addition, challenge meetings with Quality Improvement Officers have supported school and ELC leaders to use their understanding of learning and teaching to more effectively impact on attainment and achievement.
PPL 23 34	Ensure all stakeholders are fully apprised of the latest developments within Scottish education, informed by the OECD, Muir, Hayward and Withers reviews and have opportunities to discuss this and provide feedback.	100%		All educational establishments have been fully briefed on the proposed changes at national level and understand the implications of this.
PPL 23 42	Review the Quality Assurance model for ASN/EASN to ensure there is a relentless improvement agenda to meet learners' needs.	100%		<p>There has been a programme of Validated Self Evaluation (VSE) visits to three ELCs and three primary schools this session. Both the Staged Intervention process and GIRFEC paperwork are audited during the VSE to ensure that there are appropriate processes in place to assess, identify and plan to meet the additional support needs of children/young people. Through this process strengths and development needs are identified and plans put in place to support. As a result there are systems in place to ensure appropriate strategies and approaches are in place to support children/young people with ASN achieve the best possible outcomes. The VSE visits will continue over this coming session. There has been a draft process developed and agreed by ASL managers to provide a quality assurance framework for ASL. This will be implemented next session.</p> <p>The ASL Moderation Group continued to meet and moderate aspects of work in the ASL Provisions. This session there were sessions to share planning formats and the group visited each others establishments to share good practice regarding the learning and teaching environment. Ultimately this will contribute to improved access to the curriculum for all learners.</p>
PPL 23 45	Implement the re-design of the CLD team to a locality model, adhering to Organisational' Change processes.	90%		<p>The CLD Redesign moved to a locality model and resulted in the successful recruitment for the following posts in December 2023:</p> <ul style="list-style-type: none"> 3 x Youth Development Workers 2 x Grade 6 CLD Officers and G5 CLD Worker 1 x G6 Outdoor Instructor <p>The locality approach is embedded in the new draft CLD Plan and wider FWP.2 of the Youth Development workers have successfully integrated Youth Work into Lornshill Academy and Alloa Academy using the new Youth Work Skills Framework to shape and inform their work within the schools. The Outdoor Instructor has been working alongside the Rangers' service to widen the outdoor education offer to the schools and wider community.</p>

Pentana Extract: People Workforce

PPL 23 46	Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity.	90%		<p>Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity. The refreshed Forth Valley Guidance and revised form 2a/2b have been approved by the Forth Valley Policy Practice and Procedures group - the next stage is to seek approval from the 3 CPCs. A programme of networking and training events has been scheduled, initially with a Forth Valley wide session (delivered via video) and followed up with locality sessions across the school clusters across Forth Valley.</p> <p>In addition, Clackmannanshire Council Social work department has reviewed the lead professional assessments paperwork and associated child's plan to ensure that this is easy to understand and use. Consultation has also been undertaken with young people, families and staff to ensure the revisions are rights based and trauma informed. These will be embedded into the suite of GIRFEC paperwork when the guidance goes online.</p> <p>In addition engagement sessions across Clackmannanshire localities have been taking place to build better working relationships between universal services and social work in ongoing efforts to improve outcomes for children and young people.</p>
PPL 23 55	Integrate aspects of Readiness for Learning ('R4L') into the wider development of trauma informed practice across the workforce in order to better support children, young people and families.	100%		<p>The Resilience Learning Partnership (RLP) has delivered 8 sessions for managers around understanding the impact of trauma. 55% of managers across directorates out with Education Services have undertaken the Trauma Informed Practice Training.</p> <p>As of March, this training has been extended out to include Education and Establishment Heads, HR Business Partners and other members of the workforce for whom this training has been deemed relevant.</p> <p>Following training, managers have been asked to deliver a Toolbox Talk to provide some knowledge and understanding of Trauma Informed Practice and how best to support people with lived experience is understood across the local authority workforce. 36% of managers who have undertaken the training have gone on to deliver a Toolbox Talk to their team.</p> <p>Conversation Cafes have been established on a bimonthly basis as a place for staff who have undertaken training to deepen their understanding and reflect on their own journey towards being a trauma informed team within the wider Council organisation. Two sessions have taken place and 19% those who have accessed the training have taken the opportunity to attend a Conversation Cafe. Educational Psychology and Customer Services have been involved in Intensive Service Support through training and trauma lens sessions with RLP. Work with HR Business Partners will begin in June.</p>





Pentana Extract: Sustainable, Inclusive Growth

Covalent Code	Priority Action	Progress	Expected Outcome	Latest Note
PPL 23 01	Roll out the revised Digital Learning Strategy 2023-2025. Continue Digital Device Deployment Programme and evaluate.	 100%		The work actions identified in the digital learning strategy are progressing well. In particular digital is now embedded across all schools and with all learners and staff. There is an average of 736 active Google Classrooms each day across all schools. Google Classroom continues to support learning and teaching both within and outwith the classroom.
PPL 23 02	Monitor and track progress of all young people who enter commissioned training programmes of sector based provision with the Scottish Government's 'No-one Left Behind' grant. Work in partnership with new Key Worker for Employability post to support the transition of young people leaving school and into appropriate pathways. Continue collaboration with DYW Coordinators to strengthen links with employers and businesses. Strengthen partnership with FIDA (Futures Institute at Dollar Academy).	 100%		<p>In 2023/204 'No One Left Behind' funding provided the following programmes for young people:</p> <ul style="list-style-type: none"> - an employability programme for young people with Additional Support Needs and multiple barriers to employment (Employability pipeline stage 2) - a customer facing sector skills programme (Employability pipeline stage 3) - a construction sector skills programme (Employability pipeline stage 3) <p>An evaluation questionnaire was carried out with young people and staff regarding the success of the programmes. Feedback highlighted that they provided a good range of provision to meet the needs of the majority of young people that required this provision. Additionally, young people reported that they benefitted from the support of the School Keyworker, also funded by 'No One Left Behind', who worked in collaboration with the Local Employability Partnership, Skills Development Scotland and our schools, to support young people with next steps.</p> <p>Skills Development Scotland tracked the young people in these programmes to ensure that there was a follow up pathway when the programme ended. Colleagues from the Local Employability Partnership and Education were part of the panel that scored the bids for employability programmes for the new 2024/2025 'No One Left Behind' funding. Feedback from last year's programmes supported these discussions and three providers were secured for:</p> <ul style="list-style-type: none"> - Additional Support Needs - Construction - Customer Services <p>The Local Employability Partnership continue to meet monthly to discuss the support for DYW.</p>
PPL 23 03	Collaborate with partners from the Local Employability Partnership, schools and establishments to develop a Skills Framework for Clackmannanshire which reflects local labour market intelligence, puts learners and employers at the centre, ensures parity of esteem between vocational and academic routes and aligns with the findings of the Withers review, with a specific focus on learner demographics relating to the City Region Deal's target groups: - Women and girls - People with a disability - Those living in areas experiencing the highest levels of deprivation (top 20%)	 70%		<p>All Heads of Establishment have been consulted on what they want from a Skills Framework in Clackmannanshire and what would have the most positive impact on children and young people.</p> <p>This formed the focus of a Heads of Establishment on 7 May 2024, where staff collaborated on what this could look like and will now be taken forward as part of the work of our National Improvement Framework Plan. This work will be underpinned by the analysis conducted by the consultancy firm from the City Region Deal and collated data on labour market intelligence from Skills Development Scotland, so that there is a joined -up approach to addressing the skills gap.</p>

Pentana Extract: Sustainable, Inclusive Growth

PPL 23 04	Continue work with Regional Improvement Collaborative Learning for Sustainability (LfS Workstream). Increase the number of schools and establishments with 'Eco School' status. Build on the success of the Scottish International Environment Centre (SIEC) Young Pathfinder Programme.	100%	✓	Learning for Sustainability is written into School and Establishment Improvement Plans and correlates with the work around UNCRC and Rights Respecting Schools, as we continue to work towards Education Scotland's Vision 2030, that all learners acquire the knowledge and skills needed to promote sustainable development and lifestyles. The Young Pathfinders' Programme Climate Competition Finale, hosted by Scotland's International Environment Centre team within the University of Stirling and Forth Valley College, took place on 19 March 2024. This event involved young people from our three Academies and took the form of a competition pitching / awards ceremony; a panel of judges listened to the Young Pathfinders present their ideas that demonstrated a good understanding of their chosen environmental issue and presents a creative way to combat it. The event served as an opportunity to look back at all of the activity from the successful 2023/24 programme, which included events such as tree planting at Gartmorn Dam, Enterprise Day and Meet the Scientists.
PPL 23 05	Continued partnership with Academies, Local Employability Partnership and Skills Development Scotland to ensure all young people enter an initial positive destination. Work with Clackmannanshire Partners Participation Group to improve sustained destinations (6 months after school leaving date) and to track those at risk beyond this date.	100%	✓	<ul style="list-style-type: none"> - Across Clackmannanshire, 94.9% of all young people entered an initial positive destination in 2022/2023, slightly lower than the previous year of 96.5% but higher than pre-pandemic level of - 94.2% and slightly lower than the national average of 95.9%. - 26.5% of young people moved on to higher education, a fall on 2021/22 where it was 32.7% and lower than pre-pandemic level of 32.3%. - 28.4% of young people moved on to further education, an increase on 202/22 where it was 24% and a slight fall compared to pre pandemic levels where it was 28.7%. - 28.4% of young people entered employment, a fall on 2021/22 where it was 29.9% and an increase on pre pandemic levels of 24.4%. - 3.1% of young people were unemployed seeking, an increase compared to 2021/22 where it was 2.4% and lower than pre pandemic levels of 3.9%. - Clackmannanshire has a higher number of school leavers moving on to further education (28.4%) than the Scottish average (26.6%) and a higher number of school leavers entering employment (28.4%) than the Scottish average (24.3%). - Data published by Scottish Government on follow- up school leaver destinations in 2022/2023 (nine months after the end of the academic school year) highlight that the national figure is 92.8%, which is down from the previous year (93.5% in 2021/2022). The figure for Clackmannanshire in 2022/2023 is 89.1% which is higher than the previous year's figure of 87.8%.
PPL 23 06	The People Directorate and the Family Wellbeing Partnership, in conjunction with the Hunter Foundation and Scottish Government, will work with a researcher to deliver a data map for Clackmannanshire. The People Directorate will review Associated Governance of all strategic plans to ensure a more holistic approach to meeting needs.	90%	✓	Data map and impact measures, in draft, have been prepared which takes account of People Service plans including Family Wellbeing Partnership. A shift towards one reporting format and One Plan, One Report which will be presented to Council in August, with relevant subsequent reporting to Scottish Government and the Clackmannanshire Alliance. The Clackmannanshire work on streamlining reporting and planning, has been used to inform the Verity House Agreement Accountability and Assurance Framework between Scottish Government and COSLA.

Pentana Extract: Sustainable, Inclusive Growth

PPL 23 22	Continued focus on reducing use of external placements to support children and young people to remain within the local area. Continued review and development of the Resource Allocation Group demonstrating reduction in admissions to care and use of external resource. Recruitment of local foster carers will be achieved through increased dedicated resource within Family Placement Team and implementation of new recruitment strategy. Increased support to foster carers in order to prevent unplanned endings, increase retention, and improve reputation locally. Development of additional residential provision in Clackmannanshire.	85%		<p>This is a longer term aim and will continue into the 24/25 People Business Plan. Good progress has been made in relation to stabilisation of the fostering service evaluated as good by the Care Inspectorate in October 2023, this creates the conditions for growth in this area.</p> <p>There continues to be a trend of reduced admissions to care with reduced numbers of children looked after away from home across all settings. This is attributed to a number of factors: the continued development of the resource allocation group which continues to meet weekly; improved planning through support of Independent Reviewing Officers and Family Group Decision making, and a more stable staffing picture. The provision of Early Help for families, and the introduction of Sustain an intensive support service also contributes to this reduction.</p> <p>Greater stability has been achieved within the fostering service with good retention levels being achieved. The number of children cared for by Clackmannanshire Foster Carers has reduced by 2 as a result of retirement of one household. One new carer has been approved, and there are a number of fostering assessments underway following a recruitment event in April. Between 1 July 23 and end of June 24 the use of external foster care placements reduced by 7%. External placements largely comprise of permanent placements, therefore preventing new admissions to external foster care placements remains a priority, alongside recruitment of new foster carers.</p>
PPL 23 28	Implement key actions outlined in Clackmannanshire's 'Numeracy and Literacy Frameworks' to support increased attainment and improved practice across the Broad General Education.	100%		<p>Literacy progression pathways at Early, First and Second Level (ELC-P7) have been re-written. This has brought consistency to Literacy and Numeracy pathways and provides clear, consistent guidance for staff across Clackmannanshire.</p> <p>All practitioners at Primary 4 have been trained in approaches from the National Improving Writing Programme to use quality improvement approaches and effective learning and teaching strategies to support improvements in writing and increase children's attainment.</p> <p>Indications are that children's attainment in Literacy and Numeracy has improved from academic year 2023/24. Published attainment Data for children at P1, P4, P7 and S3 is not available until Dec 2024.</p>
PPL 23 31	Develop increased opportunity for learners to engage in active learning including Outdoor Learning and Wider Achievement. Explore opportunities of developing a 'Clackmannanshire Active Learning Academy'.	90%		<p>A 12 month pilot CALA experience starts in Sept 2024 with 20 Young People from across the 3 x Academies, are targeted (non-school engagement) with a bespoke Curriculum offer that looks developed.</p> <ul style="list-style-type: none"> - Leadership (Columba 1400) - Personal Trainer (Active Sports) - Outdoor Learning (CLD) - Weekly Mentoring (MCR) - Wellbeing Tracker - Work/College Experience (DYW- FV College) <p>The prep work in 2023/24 has ensure staff and partners are aligned to the approach and measureable outcomes (Attendance, Attainment, Achievement, Wellbeing) have been agreed. We await the approach to begin in Sept 2024.</p>
PPL 23 36	Ensure that Strategic Equity Funding (SEF) interventions continue to be targeted to those areas of greatest need, to improve outcomes and close the poverty related attainment gap.	100%		<p>Governance of the SEF Plan continued to be tracked by the SEF Board on a 4/6 weekly basis A survey on SEF was issued to all education staff in January along with a newsletter Sway in March 2024. The Sway also had a brief survey, with the result of these being used to gauge staff opinion and aid SEF planning for session 2024/5.</p> <p>PEF plans were and will continue to be reviewed and monitored by Clackmannanshire staff together with the Attainment Advisor link for Education Scotland.</p> <p>Due to tapering down of SEF the Early Intervention Team (EIT) staff recruited on a temporary basis last year will not continue next year. This means that 8 EIT members will start the session supporting children in schools across Clackmannanshire.</p>

Common Business Plan Performance Indicators 2023/24

KPI	2021/22 value	2022/23 value	2023/24 Value	Target
Average FTE working days lost through sickness absence PPL AB1 GOV	11.9	12.3	14.02	13%
% of Freedom of Information requests dealt with within timescale PPL FOI GOV	90%	92%	86%	100%
% of Councillor Enquiries dealt with within timescale PPL CNQ BUS	91%	93%	96%	100%
% of MP/MSP enquiries dealt with within timescale PPL MPQ BUS	76%	86%	83%	100%
% formal complaints closed within timescale (stages 1 and 2) PPL C02 CUS	55%	62%	85%	100%
% formal complaints dealt with that were upheld/partially upheld PPL C04 CUS	23%	49%	36.5%	35%
% of employees who have completed mandatory training by the due date	N/A	10.3%	58%	100%
Staff Survey - I feel valued for the work I do PPL S12 HWD	63%	N/A	56%	100%
Staff Survey - I feel that I am treated with dignity and respect within my team PPL S17 HWD	75%	N/A	74%	100%
Staff Survey - I am clear about how I contribute to the organisation's goals PPL S21 HWD	74%	N/A	69%	100%
Survey response rate PPL S26 HWD	23%	N/A	31%	100%